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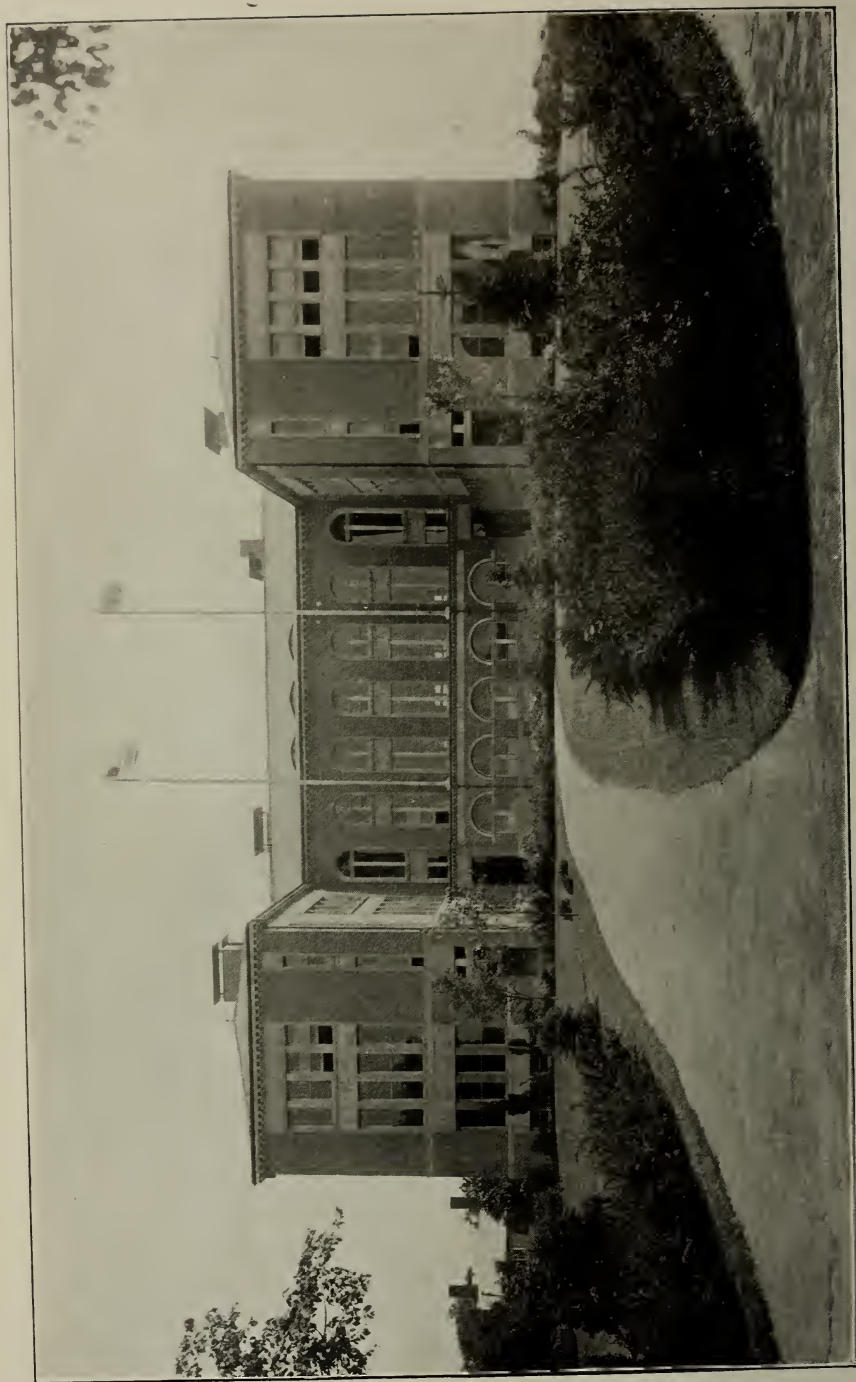
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STATE NORMAL SCHOOL
SALEM MASSACHUSETTS



FIFTY-NINTH YEAR

1912-1913



STATE NORMAL SCHOOL, SALEM.

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STATE NORMAL SCHOOL SALEM MASSACHUSETTS



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The Practice School

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MAUD SARAH WHEELER, ¹	Grade seven
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CARRIE BERYL JOHNSON,	Grade five
MAY L. PERHAM,	Grade four
MARY ELIZABETH JAMES,	Grade three
BERTHA LOUISA CARPENTER, ²	Grade two
DOROTHY GENIEVE STEVENS,	Grade one
MARY REYNOLDS JESSUP, B.A., B.S.,	Kindergarten

¹ Substitute, second half-year, Helen Marks Pulsifer.

² Substitute, second half-year, Edna Louise Battles.

The Bertram School

BESSIE ALZADA MORSE,	.	.	.	.	.	Grades three and four
ALICE AGNES JONES, .	.	.	.	.	.	Grade two
MILDRED MAY MOSES,	.	.	.	.	.	Grade one
ALICE MARTHA WYMAN,	Kindergarten

The Farms School, Marblehead

GERTRUDE ELLA RICHARDSON,	Ungraded
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Additional practice for students in the elementary department is obtained in approved schools in Beverly, Brockton and Newton.

The necessary opportunity for observation and practice teaching for students in the commercial department is afforded in the Salem Commercial School, the Salem High School, the Lynn English High School and the Washington Grammar School, Beverly.

Business practice is obtained in the offices of several important firms in Boston and Salem.

OFFICERS

Officers of the Salem Normal Association, 1910 - 1913

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JOSEPH M. GILMORE,	

CALENDAR FOR 1913=1914

Spring Recess

From close of school on Friday, February 28, 1913, to Monday, March 10, 1913, at 9.20 A.M.

From close of school on Friday, May 2, 1913, to Monday, May 12, 1913, at 9.20 A.M.

Graduation Week

Monday, June 16, 1913, Class Day

Tuesday, June 17, 1913, at 10.30 A.M., graduation

Tuesday evening, reception of the graduating class

First Entrance Examinations¹

Thursday, June 19, 1913

Morning.

8.30 - 8.45. Registration.

8.45 - 10.30. English.

10.30 - 11.30. History.

11.30 - 12.30. Algebra.

Afternoon.

1.30 - 2.30. Geometry.

2.30 - 4.00. Latin, Arithmetic.

4.00 - 5.00. Domestic Science or
Manual Training.

Friday, June 20, 1913

Morning.

8.15 - 8.30. Registration.

8.30 - 9.30. Drawing, Stenography.

9.30 - 11.00. French, German.

11.00 - 12.00. Physical Geography, Commercial Geography.

Afternoon

1.30 - 2.30. Chemistry, Physics.

2.30 - 3.30. Physiology, Book-keeping.

3.30 - 4.30. Biology, Botany, Zoölogy.

Second Entrance Examinations¹

Tuesday and Wednesday, September 2 and 3, 1913.

(Hours and order as above.)

Beginning of School Year

Thursday, September 4, 1913, at 9.20 A.M.

¹ See page 62.

Thanksgiving Recess

From Wednesday, 12.30 P.M., preceding Thanksgiving Day, to the following Tuesday, at 9.20 A.M.

Christmas Recess

From 3.00 P.M. on Tuesday, December 23, 1913, to Monday, January 5, 1914, at 9.20 A.M.

Beginning of Second Half-year

Monday, January 26, 1914.

Spring Recess

From close of school on Friday, February 27, 1914, to Monday, March 9, 1914, at 9.20 A.M.

From close of school on Friday, May 1, 1914, to Monday, May 11, 1914, at 9.20 A.M.

Graduation

Tuesday, June 16, 1914, at 10.30 A.M.

First Entrance Examinations

Thursday and Friday, June 18 and 19, 1914.
(Hours and order as above).

Second Entrance Examinations

Tuesday and Wednesday, September 8 and 9, 1914.
(Hours and order as above.)

NOTE. — The daily sessions of the school are from 9.20 to 12.30 and from 1.30 to 3 o'clock. The regular weekly holiday of both the normal and the practice schools is on Saturday. The telephone call of the school is Salem, 375. The principal's residence is at 260 Lafayette Street, and his telephone call is Salem, 943.

STATE NORMAL SCHOOL

SALEM MASSACHUSETTS

AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore, no student may be admitted to or retained in the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time and the claims of professional training will permit. The subjects of the elementary curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of man from the standpoint of physiology and of psychology; the principles of education upon which all good teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

REQUIREMENTS FOR ADMISSION¹

I. Candidates for admission must have attained the age of seventeen years, if young men, and sixteen years, if young women; must be free from diseases or infirmities which would unfit them for the office of teacher; and must present certificates of good moral character. They must also present detailed records of scholarship from the principal of the high school, or other school in which preparation has been made, showing the amount of time

¹ See, also, page 62.

given to individual subjects and the grade therein (*on the printed form provided by the school*).

II. A candidate for admission as a regular student to a general course must present a diploma of graduation from a high school, or its equivalent, and, in addition, offer by examination or certificate satisfactory evidence of preparation in the following subjects for a total of fourteen units. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects*. — Three units.

- (1) English literature and composition, 3 units

B. *Elective Subjects*. — At least seven units from the following subjects.

- | | |
|------------------------------------------------------------------------------------------------|--------------|
| (2) Algebra, | 1 unit |
| (3) Geometry, | 1 unit |
| (4) History, ancient, mediæval and modern, English or
American, including civics, | 1 or 2 units |
| (5) Latin, | 2 to 4 units |
| (6) French, | 2 to 3 units |
| (7) German, | 2 to 3 units |
| (8) Drawing, ¹ | 1 unit |
| (9) Physics, | 1 unit |
| (10) Chemistry, | 1 unit |
| (11) Biology, botany or zoölogy, ¹ | 1 unit |
| (12) Physical geography, ¹ | 1 unit |
| (13) Physiology and hygiene, ¹ | 1 unit |
| (14) Stenography, | 1 or 2 units |
| (15) Bookkeeping, | 1 unit |
| (16) Domestic science or manual training, | 1 unit |
| (17) Commercial geography, ¹ | 1 unit |
| (18) Arithmetic, ¹ | 1 unit |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (sub-station 84, New York City) will

¹ Half units in these subjects will also be accepted.

be found suggestive by the high schools. The requirements to be met in the commercial subjects are stated on pages 33 and 34.

C. *Additional Subjects.* — At least four units from any of the foregoing subjects, or from other subjects approved by the secondary school towards the diploma of graduation of the applicant. Work in any subject approved for graduation, in addition to that for which credit is secured by examination or certification, may count towards these four units.

III. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations required under "A" and "B." Examinations in these subjects will be held at the normal school in June and September of each year. Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C" and will not be given examinations in these subjects.

IV. *Division of Examinations.* — Candidates for admission to the normal schools may take all of the examinations at once, or divide them between June and September. If the examinations are divided, the candidate will receive no credit for the first examination, unless he secures by examination or certification a total of at least five of the ten units required. Examinations cannot be divided between different years.

V. *Admission on Certificates.* — Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board may be exempted by the principal of the normal school from examination in any of the subjects under A and B, in which the principal of the high school shall certify that the applicant, in accordance with the practice of the high school, is entitled to certification to a college in the New England College Certificate Board. Candidates from public high schools approved for this purpose by the Board of Education may be exempted by the principal of the normal school from examination in any subjects under A and B in which the applicant has a record of B, or 80 per cent., in the last year in which the subject has been pursued, and when the principal of the high school states that the work of the applicant entitles him to certification. Credits secured by any candidate from the Board of Regents of the State of New York or for admission to any college in the New England College

Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted toward the total of ten units under A and B. Candidates must, in addition to units granted by certification, present credentials for subjects under C.

VI. *Admission as Special Students.* — Graduates of normal schools and colleges and persons with satisfactory experience in teaching may be admitted as special students to all courses, under such regulations as the Board may prescribe. Applicants with satisfactory teaching experience may be admitted to the one year's course without examination or other requirements.

VII. *Admission to Special Courses.* — Persons possessing qualifications for the pursuit of work offered in special courses may be admitted as special students under such regulations as the Board may prescribe.

Students from outside the State

Non-residents of this Commonwealth who are able to satisfy the requirements for admission may be received as students on payment of \$50 per year, of which sum one-half is due at the beginning of the year and the other half at the middle of the year. This applies to all courses.

ELEMENTARY COURSE OF STUDY

Two-year Course. — This course is designed primarily for those who aim to teach in the public schools below the seventh grade, although students intending to teach in the upper grammar grades are permitted to enter this course. In the second year such students are grouped in one division and receive special preparation. The course includes: —

I. The study of the educational values of the following subjects, and of the principles and methods of teaching them: —

(a) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics, — arithmetic.

(c) History, — history and civil polity of the United States and of Massachusetts.

(d) Science, — practical science, geography, physiology and hygiene, nature study, gardening.

(e) Manual arts; vocal music; physical training; penmanship, library practice.

II. (a) The study of man — body and mind — with reference to the principles of education; the application of these principles in school organization, school government, and in the art of teaching; the school laws of Massachusetts.

(b) Observation and practice in teaching.

The time required for the completion of this course depends entirely upon the student. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years is insisted upon.

Three-year Course. — This course is offered to students who desire a more thorough preparation for teaching in the upper grades of the grammar school. The subjects studied in the junior and middle years are the same as those prescribed for the two-year course, but there is a differentiation in their treatment in the second year in order that the respective needs of the two groups of students may be met. The work of the senior year is calculated to prepare teachers for departmental work in the higher grades, and is largely elective. It affords an opportunity for the advanced study of English, literature, geography, history, arithmetic, practical science, manual arts, music, physiology and hygiene and pedagogy. Practice in teaching in appropriate grades is an important feature of the course.

Students who have prepared for teaching in the first six grades may elect a third year of study from this list of subjects. The course is also open to graduates of colleges and of other normal schools. It is of greatest value to those who have had experience in teaching.

CONDITIONS OF GRADUATION

The satisfactory accomplishment of the academic work of the course does not constitute a complete title to the diploma of the school. The power of the student to teach — judged from his personality and his efficiency in practice teaching — is so important that one who is manifestly unable to do so will not be graduated, whatever his academic standing may be.

THE MODEL AND PRACTICE DEPARTMENT

MR. ALLEN, Director; Miss REED, Supervisor of Practice Teaching

In co-operation with the school committee of the city of Salem, the State normal school maintains a complete system of model and practice schools, beginning with a kindergarten, and fitting pupils for the local high school. The system also includes kindergarten and primary classes in the Bertram school building and a model ungraded school in Marblehead.

Next year this school will be conducted in a new building especially designed for its purpose. Besides thirty class rooms it will contain an assembly hall, a library, and rooms for manual training, printing, bookbinding, and domestic science.

The aim has been to secure in these schools as nearly as possible the actual conditions existing in public schools of a high class. It is an essential part of the plan upon which they are conducted that they be kept at a reasonable size. The schoolrooms themselves are of ample dimensions, well lighted, thoroughly ventilated, furnished with approved furniture and other appliances for work, and provided with sanitary conveniences of the best kind. By the generosity and interest of many parents they are also provided with beautiful decorations.

In planning the instruction in these schools the aim is to connect it as closely as possible with the work in the normal school, to the end that the methods of teaching here may exemplify the theory in which the normal school students are taught. In the model and practice school located in the normal school building, a large part of the instruction is either supervised or actually given by normal school instructors.

The critic teacher devotes her entire time to supervising the normal school students in their relations to the practice schools. Her intimate acquaintance with the work of the schools in their various departments and her duties as a supervisor make it possible to guard in the most efficient manner the interests of the children. The regular teachers are selected solely by reason of their efficiency, and the facilities whose use is made possible by the connection between the practice schools and the normal school are put to their greatest service.

Besides the regular observation and practice teaching, opportunity is provided for those students who intend to teach in the



MODEL RURAL SCHOOL.

first grade to observe in the kindergartens, and all members of the senior class are required to take a short course in the theory and methods of the kindergarten and its relations to the rest of the elementary school system. Arrangements have also been made for the seniors to gain a considerable amount of experience in teaching in the schools of several cities. They receive a moderate compensation for this service. All students are expected to teach in our rural school.

ELEMENTARY COURSE

Junior Year

	Periods Weekly.
English,	4
Literature,	4
Reading,	3
Arithmetic,	3
Geography,	4
History,	2
Psychology,	2
Music,	1
Library economy, one-half year,	1

Prepared work, 19 and 20

Manual arts,	3
Chorus,	1
Gymnastics,	3

Unprepared work, 7

Senior Year

English,	2
Literature,	2
History,	3
Penmanship,	2
Practical science,	2
Nature study,	4
Physiology and hygiene,	2
Pedagogy,	1
Child study,	2
Kindergarten methods,	1
Music,	1

Prepared work, 19

¹ During the period spent in the practice school.

	Periods Weekly.
Manual arts,	2
Chorus,	1
Gymnastics,	3
<hr/>	
Unprepared work,	6
Practice teaching, 9 weeks.	

ADVANCED COURSE

Elect twenty periods of prepared work from the following list: —

	Periods Weekly.
English,	5
Literature,	5
Geography,	5
History,	5
Arithmetic,	3
Practical science,	5
Manual arts,	5
Pedagogy,	2
Physiology, hygiene,	3
Music,	1

Practice in teaching in appropriate grades.

AIM AND SCOPE OF THE COURSE OF STUDY

English Language

Miss LEAROYD — Miss MORSE

The study of language is continued throughout the two years' course. The first year is devoted to the consideration of subject-matter in so far as it is essential to an understanding of the work in the grades. Great stress is laid upon the improvement of the student's habits of speech. Since children learn language largely through imitation, it is important that the speech of teachers, especially of young children, should be correct and appropriate. Aims and methods in training children in the use of English are discussed. Typical exercises are prepared and illustrated, as far as possible, by observation of lessons in the practice school. An effort is made to give the student confidence to undertake the practical work of the schoolroom.

During the second year the student's knowledge is broadened and strengthened. After practice with the children the student will be better fitted to discuss aims and methods in detail. One of the problems which the student has to work out is the close correlation of the work in language with other studies and the child's experience outside of the schoolroom. Connected series of lessons involving definite training in oral and written expression are planned and worked out with the class. Some of these exercises may be tested by the student in the practice school. An acquaintance with good language books and books on the teaching of English is required. In general, the aim of the two years is to prepare the student to work out not only type lessons, but to plan connected work for an extended time; to make him thorough, resourceful and enthusiastic.

Advanced Course. — Students who elect English for study during the third year should work for greater power and efficiency. If they need additional knowledge and practice in expression, attention will be given to the cultural side. The work of the year, however, will be chiefly professional. There will be observation in the practice school connected with the normal school, and in schools of the surrounding towns and cities, to learn the best methods of arousing the enthusiasm of the children so that the training in language will be full of pleasure and profit. There must also be practice under the supervision of a teacher of English, and discussion of exercises in the classroom. The special teacher of English must learn how to select material, how to organize it for use, and how to accomplish definite aims. He must study the needs of individual pupils. He must be able to arouse the children to self-activity.

Literature for Children

Reading

Miss ROGERS

The courses in reading and literature are so closely related that each, of necessity, supplements the other; but in literature the emphasis is laid upon appreciation of, and acquaintance with, subject-matter, while in reading it falls (1) on power to translate printed words into ideas readily, and (2) on vocal interpretation for the purpose of giving information or inspiration.

The course in reading aims (1) to give the student some knowledge of the technique of oral reading in order that he may gain power in oral expression, as well as be prepared to deal with the problems that arise in teaching oral reading after the third year in school, or after children are said to have "learned to read;" and (2) to acquaint him with methods of teaching children to read, including a study of phonetics and the simplest forms of story-telling and dramatizing.

Practice is given in oral reading, with exercises and drills to correct individual faults in articulation and tone production. The students observe lessons in the practice school and discuss the plans used. Plans for similar work are made, and their use illustrated, as far as possible, with groups of students.

The course in literature for those students who are planning to teach children in their first six years in school covers (1) studies of myths, legends, fables, fairy tales, hero tales and poetry for children, and (2) recreational reading for young children. For those students who are preparing to teach children in their seventh, eighth and ninth years in school the course includes (1) studies in poetry and prose adapted to older children, and (2) recreational reading for older children.

The classes meet four times a week during either the first or second half of the year. The work begins with studies in appreciation, and is followed by the construction of plans, not only for the study of literature in the schoolroom, but for the use of recreational reading.

Literature

MISS PEET

The work in literature of the senior year aims to give each student help in judging and appreciating literature, not only that she herself may have the pleasure and moral uplift that comes from an appreciative acquaintance with literature, but that she may be a better teacher because of the work.

The classes meet twice a week throughout the year, and discuss as far as the time permits selections (1) in narrative and lyrical poetry taken from American writers, and such English authors as Herrick, Burns, Scott, Tennyson and Browning; and (2) in drama, fiction and the essay, taking a few typical selections from the time of Shakspeare to our own day.

Advanced Course. — The aim of the work is to make the students familiar with literature adapted to grammar school children. The course covers work for classroom exercises and home reading, and embraces studies in English and American poetry, classic stories and in popular and standard books, together with the means of arousing in the children an appreciation for literature and cultivating in them the habit of reading good books.

Arithmetic

MISS PEET

Regular Course. — An arithmetic course is given to all students preparing to teach either in the primary or grammar schools. The classes meet three times a week during the junior year. The work consists of a review of arithmetic, of the observation of classes of children at work, of a study of the principles involved in teaching the subject, and of making plans and organizing work.

The course throughout attempts to put arithmetic on a different basis from that of the time when it was taught for mental discipline. It aims to give the students means of teaching the subject from a practical standpoint, closely in touch with the every-day experiences of the children.

Advanced Course. — In addition to taking the work described above, students preparing to teach arithmetic in the seventh, eighth and ninth years of the grammar school meet three times a week during the third year of their course to study phases of commercial and industrial arithmetic adapted to work with grammar school children. In commercial arithmetic such topics as the following are worked out in their simpler aspects: the collection and transmission of money, keeping a cash account, insurance, school banking, and the investment of money in real estate and in stocks and bonds. In industrial arithmetic the topics studied are: the arithmetic connected with gardening, manual training, house-keeping, local manufactures, and other occupations and industries with which children are familiar. The aim of the work is the preparation of teachers who will be skillful in making arithmetic a subject which not only gives the pupils power to compute with skill and to meet the practical situations requiring arithmetic, but at the same time gives them insight into the business and industrial world about them.

Geography

MR. CUSHING — MR. WHITMAN

In this course the fundamental principles of the science are evolved from the study of the home locality, so that the understanding of the mutual relations of man and his environment becomes observational knowledge. The method of instruction is such as to tend to develop the reasoning power of the student as the facts of geography are studied.

Much time is spent in interpreting the materials found in the best textbooks on the subject for elementary schools, in map reading, in the use of diagrams, models, pictures, specimens and the other geographic helps.

An intensive study of the pedagogy of geography occupies a period near the end of the course, after the students have gained abundant illustrative material and experience in the previous work of the class and in the practice school. The place of geography in the school curriculum is justified and the part it plays in reaching the ends of education is defined. A graded course of study is worked out on this basis.

The school possesses special advantages for geographic study. Salem has diversified land forms which determine varied industrial activities. An excellent harbor and near-by rivers show well their influence over human activities. A geography garden is developed in the spring by the normal and practice school pupils. The department has one of the best geography museums in the State.

The elements of physiography are interwoven with those of geography. They include enough of astronomy for the student to gain a clear notion of the relation of the earth to the other members of the solar system and the universe; of mineralogy, to interpret the physiographic history of parts of the earth from the study of their rocks; of historical geology, to appreciate that the earth, with its animal and vegetable life, is an evolving organism, and that the present conditions show one stage of that evolution; of physical geography, to understand the typical processes affecting the earth's surface and the resulting land forms. The object of the course, other than general culture, is to build up the back-



THE GEOGRAPHY ROOM.

ground for the earth sciences that are taught in the elementary schools.

Field trips and laboratory work take an important part in this work. The immediate surroundings offer diversified material for field work. The school is well equipped with a large astronomical telescope, with individual and exhibition rock and mineral specimens, maps, lantern slides and a museum of selected fossils.

Advanced Course. — The work of this year is regional geography of United States and Europe. The systematic study of these countries not only furnishes abundant background material, but also is used as the basis for illustrating methods, teaching exercises, organization of work and general discussions.

History

MISS DEANE

American history is included in each year of the regular elementary course. The subject-matter deals with a review and establishment of essential facts and principles of American and allied European history from an academic standpoint.

This necessitates training in studying history, discrimination in authorities, outline-making and note-taking, with a view to developing power in the organization of material. Apart from the academic treatment, the subject-matter is considered as to its adaptation for the grades. This phase requires discussions of methods, criticisms of texts, consideration of supplementary material and a general survey of the problems connected with history teaching in the elementary schools. The elements of civil government are also considered in especial reference to teaching that subject in the grades.

Advanced Course. — The advanced course requires as a foundation the work of the first two years. It includes more intensive study of typical periods of American history and a survey of modern European history. Particular attention is given to the development of material from the pedagogical standpoint.

Library Economy

MISS MARTIN

The course covers half the school year, with one class period and one written paper per week. The aim is (1) to bring the student into close touch with the school library, that he may understand its resources and avail himself of them to the utmost; (2) to extend this knowledge and practice to his own public or town library; and (3) to induce a feeling of appreciation and respect for books and libraries *per se*.

The following topics indicate the ground covered: the decimal classification; the arrangement of books in a library; use of the card catalogue, the magazine index, the book index and table of contents; selection of books for a school library; the general principles of classification and cataloguing. The various kinds of reference books are studied, and pupils are shown how to investigate a subject in a library. Children's books and reading are discussed jointly in the library and literature courses.

Psychology and Pedagogy

MR. PITMAN — MR. ALLEN

The course in psychology and the principles of teaching extend throughout the junior year and afford the foundation for advanced work in pedagogy and child study of the senior year. The aim is to secure a clear understanding of the fundamental laws which govern mental activity, as well as to develop a larger sympathy with human life as a whole and an appreciation of the conditions existing in immature minds. Careful attention is given to the processes by means of which knowledge is acquired and elaborated, the sources of knowledge, both general and psychological, and the function and development of the mental faculties. Since the work is intended to be a practical preparation for responsible teaching during the senior year, illustrations from the daily life of the student and from observation of child life, also applications to teaching, are demanded throughout the course. The course in pedagogy extends throughout the senior year. It comprises a study of the various educational agencies; of the educational values of the sev-

FOLK DANCING.



eral subjects of instruction, and of their interrelations; of school organization and management; of the physical conditions of the school; of the hygiene of the schoolroom; and a discussion of current educational problems. The work in the model schools is done in connection with this course, and the observations and experiences of the students are drawn upon extensively to illustrate the classroom discussions.

A portion of the course is also devoted to a consideration of the historical development and the characteristic features of the Massachusetts school system as revealed by the laws relating to public instruction. A sufficient knowledge of these laws is imparted to make the students familiar with the rights and duties of teachers.

Teachers now in the service who are intending to enter the school to take a year's special work should make a thorough study of James's *Briefer Course in Psychology*, Halleck's *Psychology and Psychic Culture*, or some other book of equal scope.

Child Study

MISS REED

First Term. — The aim of this course is to make practical application of the students' pedagogical and psychological knowledge to actual schoolroom procedure. The sequence of the work is as follows: (1) a discussion of the aim of education and how it is accomplished by children's ability to reason, by the developing and directing of the emotions and feelings, by the formation of habits and ideals which make for social welfare; (2) the writing of lesson plans; (3) the observation of model lessons followed by class criticism and discussion of methods used.

Second Term. — A study of the prominent instincts, feelings and volitions of children and their relation to teaching. Observation and reports of use made of this knowledge in teaching. A study of the physical conditions of children and the effect of these conditions on their ability to learn. Tests for sight, hearing, motor ability and nervousness. Discussion of ways found to remedy defects in physical conditions.

Kindergarten Methods

Miss JESSUP

This course does not train students for kindergarten teaching. It is given to the entire senior class, and aims to acquaint them with the methods and materials of the kindergarten, and its function as a foundation and preparation for the primary school. It gives them a practical understanding of the kindergarten, emphasis being placed upon its necessarily close relationship to and connection with the first grade. The importance of this formative period of the child's life, and means for successfully developing the child through his self-activity, are dwelt upon.

The following are the subjects considered:—

Characteristics, mental, physical and instinctive, of the kindergarten child.

Play as an educational factor.

Play and self-activity in the kindergarten.

The kindergarten program.

Songs and games.

Story-telling.

Hand work.

Kindergarten aims and relation of the kindergarten to the primary school.

Constant opportunity is given the students for carefully supervised observation in the kindergartens as well as in the first grades of the practice school, so that theory may at once be made practical.

Nature Study

Miss GOLDSMITH

The principal aims of this course are to awaken and cultivate an interest in all out-of-door life, with an appreciation of the things that can be seen in our immediate vicinity, and to give definite materials for instruction in the grades.

In preparing for the first six grades particular attention is given to developing the right spirit toward the work and getting the child's point of view. Work is done with the domestic animals, especially pets, birds, familiar trees, garden plants and the com-



LAYING OUT THE GARDEN.

mon wild flowers. The study of soils, seeds and germination, an acquaintance with common insects, weeds, etc., lead directly to work in the garden, and help to emphasize the special aims of these lower grades, namely, to establish habits of keen observation and thoughtfulness, together with appreciation and interest.

The school garden furnishes a basis for much of this work and is also a prominent feature in the work of those preparing for the higher grades. These students are also given some work in forestry, larger economic problems, and many exercises in physical science too difficult for presentation in the lower grades. These subjects are intended to cultivate breadth of knowledge and clearer, more accurate and more logical thinking.

In addition to this, sufficient material of a somewhat more academic nature is given in both classes, in order that the students may have some idea of development, the gradually increasing complexity of plant and animal life, and the relationship existing between classes. The larger principles of heredity, adaptation to environment, the struggle for existence, protection, etc., are essential to breadth of thinking and the better appreciation of individual forms. Types of plants and animals (*e.g.*, dandelion, corn, maple, starfish, crab, fish) form the basis for class discussion, laboratory work and recitation. As much field work is done as time permits, and the collection at the Peabody Academy of Science affords an unusual opportunity for the study of typical animal forms.

The School Gardens

MISS GOLDSMITH

Three gardens are conducted by the school; one of them, which occupies a part of the school grounds, is worked on the individual basis. This offers to each student an opportunity not only to plant a small plot of her own and care for it, but also to supervise the work of children from the practice school. Thus they learn to make practical the ideas they have gained concerning plant life, and will be able to establish gardens in schools where they may teach.

Another garden, comprising half an acre, located a short distance from the school, is worked on the community basis, and is planted entirely to vegetables, which are sold to families living in

the vicinity of the school and to the markets. This garden is planted, cared for and the products of it harvested by boys of the seventh and eighth grades. When the garden is planted the boys are in the seventh grade; when the products are gathered and sold they are in the eighth grade. The boys are given a share in the profits, apportioned among them according to efforts they have made in working the garden. The third garden is conducted by the students in connection with their course in geography, and is devoted to grains and grasses.

The work in the garden is a means toward an end. The teachers have an opportunity to make nature study practical, and to encourage the children to have gardens of their own, in order that they may have interests at home. They promote a spirit of co-operation and helpfulness among the children, loyalty to the school in making the whole garden attractive, and generosity in contributing a portion of their produce to hospitals.

The garden furnishes material for work in the schoolroom. In arithmetic, there are practical problems of expenditure of money for material and labor and of income from products raised, and measurements to be made in planning and laying out the garden. In language, subjects for composition and discussion are presented in the preparation for the outdoor work, and as a result of experience gained in the garden. In manual training, there are problems to work out, such as tools, frames to support vines, cold frames, etc. Knowledge of moisture, soils, relation of plants and animals, food products, forms a basis for practical geography. There are plans of the garden to be drawn, vegetables in different stages and flowers for the study of form and color, flowers to be arranged artistically in vases, effective arrangement of flowers in the garden to be considered. By thus grouping much of the indoor work in the spring about the garden, the teacher makes the garden a natural center from which other lines of work radiate.

Practical Science

Mr. WHITMAN

The aims of the work in practical science are: to stimulate and foster interest in the science of common things; to provide a fund of useful knowledge about every-day science; and to develop the



PICKING EARLY PEAS.

power of accurate observation, clear thinking and correct expression which are essential to direct others in the study of science.

The classroom work includes demonstrations, informal lectures, reports of special topics and discussion. A large part of the classroom time is used by the students in presenting special topics before the class. About one-third of the time is allotted to individual laboratory work. The object of this work is to give the student sufficient skill in manipulation of apparatus to be able to demonstrate successfully before a class, and to give more intimate knowledge of the substances, processes and principles which are discussed in the classroom. Ample laboratory facilities are provided for independent work by the students.

The following are the courses offered in physical science:—

A. Physics.—For students who enter without satisfactory preparation in physics. First half year. Twice a week. A general introduction to physical science, covering the fundamental principles.

B. Chemistry.—For students who enter without satisfactory preparation in chemistry. Second half year. Twice a week. A brief elementary course in chemistry, providing a foundation for the chemical work of the course in applied physical science.

(1) *Applied Physical Science.*—Required of students of both the two-year course and the three-year course. One year. Two hours a week. The student is required to have an elementary knowledge of physics and chemistry before entering this course. This course includes many subjects which are important because they are closely related to every-day life. Consideration is given to science questions of the home, public utilities, manufactures, trades and arts. The course aims to give the student a broad outlook over the field of physical science and an insight into ways in which science is useful to man. Excursions are planned to show the applications of physics and chemistry in commercial use.

(2) *Advanced Course.*—The aim of the course is to prepare the student to teach physical science in the grammar grades. The course covers the subject-matter of physics and chemistry associated with every-day life, and gives some experience in teaching science lessons under supervision. Model lessons for grammar grades are worked out in class. Skill in demonstrating is acquired

in the laboratory, before the class, and in actual teaching before a group of grammar school children. Criticism and discussion follow each teaching exercise. Opportunity is also given to observe and practice science teaching in the grades.

Physiology and Hygiene

MISS WARREN

The purpose of the study of physiology and hygiene is two-fold; to aid the student in forming right habits of living and to furnish accurate knowledge of principles and facts to be taught to children.

Emphasis is placed upon the knowledge of the danger to the child arising from adenoid growths, enlarged tonsils, neglected colds, decaying teeth, defective eyesight, bad ventilation, the use of public drinking cups and towels, malnutrition and nervous strain.

Students who are fitting themselves to work in the six lower grades of the public schools should prepare teaching exercises adapted to those grades on the needs of daily life; as eating, drinking, breathing, sleeping, playing, working, resting, bathing and clothing. Personal hygiene, school and home sanitation, and emergency lessons receive due consideration.

Those students who are to instruct the pupils of the upper grades should understand the fundamental importance of vital functions and the harmony between structure and function. Work with the compound microscope and discussions of the relation of the cells to the various physiological processes result in clearer ideas of the body as a physical organism. Knowledge of the nutritive, economic and physiological value of foods, of the action and effect of condiments, stimulants and narcotics, is important. The characteristics of bacteria, their presence in milk, food and water, and their relation to disease, are considered. Special stress is laid upon personal hygiene and public sanitation.

Advanced Course. — For those who wish to specialize in the subject of hygiene a broader training is offered; including research work regarding feeding, housing, sanitary conditions of workshops, water supply, sewage disposal and infectious diseases. Provision will be made, also, for much practice work in presenting the subject in an effective way to children.



PLAYGROUND EQUIPMENT MADE BY BOYS OF SEVENTH AND EIGHTH GRADES.

Physical Training

MISS WARREN

The aim in this course is to improve the physical condition of the students and to prepare them to teach exercises which may be used in elementary schools. The necessity of a sense of rhythm, grace of movement, and self-control is also emphasized. Secondary aims are to develop enthusiasm for physical training and a realization of the benefits of systematic exercise, to stimulate an interest in games, and to show how they may be used to give mental and moral training as well as recreation.

The gymnastic work consists of rhythmical exercises, folk dances and games. The shower baths recently installed add much to the value and enjoyment of the work. The students are encouraged to take as much outdoor exercise as possible. During the senior year opportunities are given to students for teaching groups of children in the schoolroom and for some supervision on the playground.

The school physician examines each student at the beginning of the course and whenever it is deemed necessary thereafter. Measurements and strength tests are taken at the beginning and close of each school year.

Association in the gymnasium promotes a social spirit and tends to give a healthy impetus to the fulfilling of the requirements in other departments of study. It cannot be too strongly emphasized that exercise is a necessary factor in producing a healthy body, which is a prime requisite for success and efficiency in every department of life.

Drawing and the Practical Arts

MR. WHITNEY — MISS SOLOMON

The two-year course in drawing is made as broad and far-reaching as possible. Drawing is constantly used as a means of expression in all lines of school work. The course may be subdivided as follows: —

Representation. — This topic covers such work as nature drawing, object drawing in all its phases, freehand paper cutting, modeling and illustrative sketching, and involves the use of pencil, pen

and ink, crayon, chalk, water colors, etc., as the mediums of expression. A course in free blackboard drawing for use in general school work is included under this topic.

Composition. — Composition is a term used in its broad sense, and bears upon original arrangements, design, and picture study. It also includes the theory of color and the application of color harmonies.

Construction. — The work in construction comprises both the above-mentioned subjects and their application in the making of things. Objects for various purposes are discussed, their fitness is considered, freehand sketches are made, as well as the necessary mechanical drawings; compositions in line, area and color are planned, and the results of these problems are the finished products.

The practical arts includes all the above-mentioned topics, comprising gardening, cooking, sewing, weaving, metal work, wood work, leather work, printing, book binding and other projects. Such projects involve many other studies, for the pupil must know something of the material he is using, its source, manufacture and relation to industry.

Lectures are given upon important subjects influencing the practical arts in the public schools, and upon more general topics in art. To these is added a short course on the history of art, dealing with the various schools of architecture, sculpture and painting from Egypt to the Renaissance. When possible, visits to the Museum of Fine Arts are made for study and review.

Each student is required to observe the work of the supervisor and of the teachers in the grades of the practice school, to present illustrated reports on these observations, and to give lessons in this work under supervision and criticism. Outlines of work for the grades in the practice school are arranged from month to month, and the normal school pupils observe their application in the work with children.

Advanced Course. — The work of the students of the third year is a continuation of the two-year course along more advanced lines. The course is intended to prepare teachers for the higher grades, to supervise in several grades, or in all the grades, of a building, as is often desired in town or city schools.



DRAWING AND THE FINE ARTS.

These students should have special training in structural or mechanical drawing and design, and freehand sketching from the object or from memory. Such training necessitates —

The ability to make and to apply an outline of work adapted to the needs of any locality.

A knowledge of the materials used in the projects, and of their relation to industry.

The ability to handle this material and the use of the tools necessary in construction.

The ability to read, make and apply patterns or other working drawings.

A knowledge of the materials and mediums used in art.

A knowledge of color and its relation to art and industry.

An application of good structural and decorative design, and the ability to make and apply such designs.

The ability to sketch readily and well from memory or from objects.

Frequent lessons in the classroom and in the practice school.

Music

MR. ARCHIBALD

The work in this department is designed to enable students to teach such principles of music as will apply to instruction in this subject in the several grades of the public schools.

Voice culture, song interpretation, ear training and sight reading, introducing the various problems of time and tune, are taught. The exemplification of these subjects is observed in the model schools, and practice in these lines is afforded the student under the guidance of the regular grade teachers.

One period weekly is given to general exercises in music, when the following subjects are considered: —

(a) The principles of conducting, as applied to chorus singing and general school work; also practice in the same.

(b) Musical appreciation through listening to good music performed by the students and by professional artists, and also through the use of a piano player and a Victor talking machine.

(c) Chorus singing in preparation for the graduation exercises.

A good library of pianola rolls and Victor records is at the dis-

posal of the students, and much laboratory work in music is accomplished.

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra of stringed instruments is also one of the musical activities of the school.

Tickets for the concerts of the Boston Symphony Orchestra and for the Boston Opera Company are obtained for students upon application.

Advanced Course. — Much practice teaching under criticism with frequent conferences.

Penmanship

MR. DONER

Penmanship is taught during the senior year. Two periods each week are devoted to practice, for the purpose of developing a plain, practical style of writing. Students are required to practice at least fifteen minutes a day, and to submit their practice work to the supervisor for inspection, criticism and gradation.

In the first half-year the object of the work is to lay a thorough foundation in position, penholding and movement; also to drill in word, figure, sentence and paragraph writing. In the second half-year the object of the work is to improve the general quality of the writing and develop speed, so that the students will be able to write automatically a smooth, plain, practical hand. The students are also given blackboard practice, practice in counting and in teaching lessons before their own classes. They also have an opportunity to teach penmanship in the practice school. During the second half-year the supervisor outlines a scheme for each grade, so that the students will have a knowledge of the theory of teaching the subject of penmanship in all the grades in the public schools.

COMMERCIAL DEPARTMENT

Entrance Requirements

The requirements for admission to the prescribed course of three years are the same as for students who apply for admission to the elementary course. The topics included for examination under the commercial subjects are as follows: —

(a) *Bookkeeping*. — Ability to open and close a set of books by single or double entry; a knowledge of application of law of debit and credit in varied business transactions, the preparation of statements, balance sheets, use of special columns and books, controlling accounts, etc.; and a demonstration of the possession of the clerical qualities, accuracy, facility and neatness in work.

(b and c) *Shorthand and Typewriting*. — Mastery of the principles of Pitmanic shorthand and their application, and of the word-signs and contractions of the particular system studied. Transcription on the typewriter of dictated material, to test accuracy in reading shorthand notes. Much importance is attached to correct spelling, capitalizing and paragraphing, and to skill in arranging typewritten material on a page.

A similar examination in Gregg shorthand will be given for those who wish to offer this instead of a Pitmanic system.

(d) *Commercial Arithmetic*. — Computations relating to extending and footing bills; percentage, including interest, discount, partial payments, commission and brokerage; partnership settlements etc.

(e) *Commercial Law*. — Knowledge of such phases of law as contracts, sales, negotiable paper, agency, bailments, partnership and insurance. Ability to draw up approved legal forms, such as checks, notes and drafts.

(f) *Commercial Geography*. — A knowledge of principles that control the production, distribution and consumption of commodities, gained from a study of the local environment and a standard text, will fit the candidate for this examination.

The Course of Study

JUNIOR YEAR.

	Hours per Week.
English,	2
Shorthand,	4
Typewriting,	5
General history,	2
Physiography,	2
Industrial physics and chemistry,	2
Elementary bookkeeping,	3
Penmanship,	1
Physiology,	1
Gymnastics,	2
Music,	1

MIDDLE YEAR.

	Hours per Week.
English,	2
Penmanship,	1
Commercial correspondence,	1
Shorthand,	3
Typewriting,	3
American history and civics,	3
Commercial arithmetic,	2
Commercial geography,	2
Bookkeeping,	3
Psychology,	3
Gymnastics,	2
Music,	1

SENIOR YEAR.

Literature,	4
Shorthand,	3
Typewriting,	3
Commercial law,	2
History of commerce,	} half year each,
Economics,	
Industrial geography,	2
Penmanship,	1
Advanced bookkeeping,	3
Pedagogy,	2
(Observation and practice teaching, 9 weeks.)	
Gymnastics,	2
Music,	1

A condensed course of one or two years will be offered to graduates of colleges, normal schools and private commercial schools, and to teachers of experience; graduates of the full course receive diplomas; appropriate certificates are awarded to special students who complete approved courses of study.

English

MISS LEAROYD

The course is planned for two years. It is intended to give the students a thorough knowledge of the language as far as it may be obtained by consulting reference books on the subject and by

reading literature, and to offer systematic training in expression in speech and writing. At first, the aim will be to ascertain the needs of the individual, and to establish habits of accuracy and of systematic methods of work. Exercises in spelling, definition, dictation, taking notes from dictation and letter writing, including the phraseology of business English, will receive attention in proportion to the needs of the class. A detailed study of words, the sentence, the paragraph and the whole composition will form the basis of most of the work of this year. Frequent opportunity will be afforded to students to write short daily themes and occasional long themes, to plan talks efficiently and to gain ease in speaking before the class.

During the second year an effort will be made to arouse the students to an interest in the best works of modern literature. The reading and discussion will be concerned chiefly with subjects involving description and explanation. Exercises for cultivating accuracy and fluency will be continued. Themes will include the results of extended study on some topic connected with trade and industry; review and criticism of commercial text-books. There will be an opportunity for the students to test their power of presenting subjects clearly to the class and of directing the work of the class room, and to acquire skill in careful and just criticism.

It is hoped that the result of the work of the two years will be to give confidence and power in clear and easy expression both in speech and writing.

Commercial Correspondence

MISS MORSE

One hour a week for a year is devoted to the study of forms of business correspondence and to practice in the writing of business letters. It is desirable to establish high aims in the form of the business letter, and clearness and ease in expression, and at the same time to make the subject practical. On the professional side the importance of the study to high school classes is considered and methods and text-books are discussed. Some of the clerical work of the school furnishes additional drill.

Literature

Miss PEET

The course in English literature aims to give an appreciation of literature and to develop, as far as a single course can hope to, the breadth of view essential for every teacher. The course consists of a brief study of the novel and the short story, the essay, and of lyrical and narrative poetry.

Commercial Literature

Mr. CUSHING

It is believed that many of the cultural aims of the work in general literature can be attained by the intensive study of the best of the rapidly growing current literature that deals with commercial and industrial conditions and activities. At the same time the student becomes acquainted with the problems, the ideals, and the meaning of the wide field of commerce, that he may become a more intelligent high school teacher of commercial subjects. This course is planned to meet both the cultural and the vocational need.

History

Miss DEANE

The chief aim of the courses in history is the comprehension of present economic and political conditions as revealed through the study of their development. To this end the work is arranged in three courses, for successive years, including general history, American history and civics, and the history of commerce. Thus, the background is furnished, by the preliminary survey of general history, for the more intensive study of the principles of industrial evolution treated in the fields of American history and the history of commerce. The courses aim to acquaint students with the best available sources, and to develop their power in handling material independently. Provision is made for close connection between this department and the related subjects of industrial geography and economics.

Geography

Mr. CUSHING

During the first year the work in physiography aims to construct a broad basis for understanding commercial geography. The nature of climate and land forms and their influences on man are made the principal objects of study. Some regional geography is taught.

Economic geography is taught the second year. It is regarded as the meeting ground of geography and economics. The course is based upon the work in geography of the preceding year, in which is emphasized, more particularly, the study of those forces in nature which are working on man and so influencing his activities. An equal emphasis is now placed upon man's reaction to his environment, and those principles of economics are derived which help to explain the production, exchange, distribution and consumption of goods. The laboratories of this course are: local industrial establishments, the freight house, yard and cars, local docks and freighters.

Abundant concrete illustrative material is exhibited in the industrial and commercial museum, which is one of the new features of the department. In it are shown the raw materials of commerce. Many business houses have contributed to this, so that the various stages of production to the finished products of commerce, in many lines, are exhibited. Pictures and stereoscopic views help to clarify the subject. United States consular reports, census, statistical and other government reports, newspapers, market quotations, magazines and the modern texts, such as Redway's and Chisholm's, are used as sources of facts, from which principles are derived and illustrated.

An advanced course, entitled industrial geography, is offered for the third year. This is founded on observational work with the tanning and shoe industry of Salem and Peabody, and leads to the study of the history and organization of industries as influenced by geographic conditions. It concludes with an intensive study of the resources, industries, markets and transportation in the United States, and the industrial personality of nations.

Industrial Science

Mr. WHITMAN

This course includes the more important principles of physics and chemistry, and aims to make the student familiar with many of the common scientific terms, chemical materials and operations which are likely to be met in commercial work. The course consists chiefly of classroom talks, demonstrations, and discussions about the applications of physics and chemistry in commercial and industrial operations. Some individual laboratory work will be given. There will be opportunity to study applied physics and chemistry in their relation to local industries. A number of industrial plants will be visited by the class.

Pedagogy

Mr. PITMAN

Pedagogy is a prescribed subject for all students in the commercial department. In addition to the essential features of the regular elementary course it includes a consideration of many of the problems of the secondary school, and particular attention is given to the pedagogical aspects of commercial education. (See description of course in Pedagogy, p. 25.)

Teachers now in the service and other prospective students who have not pursued a course in psychology and who are intending to take a special course in this department should make a thorough study of James's *Briefer Course in Psychology*, Halleck's *Psychology and Psychic Culture*, or some other book of equal scope.

The History of Commerce

Mr. SPROUL

This course is designed to add to the general information of the student by giving a knowledge of the commerce of the past and by showing its relation to the development of present and probable future conditions.

The laboratory method of teaching this subject is used. Students are required to obtain their information from various sources, such as magazines, newspapers and recently published works.

In pursuing this course emphasis is placed upon the history and development of local industries, and students are required to make visits to business houses and manufacturing plants of various kinds. Each student is obliged to make an independent written study of some one of these local industries.

Economics

Mr. SPROUL

Economic phenomena are at present much more definite and numerous than in the early times, when communities were equipped for war rather than for industry. The aim of this course is to provide the student with a thorough knowledge of the intricacies of the social system by which he is environed, and the best methods of interesting younger pupils in the practical problems of modern community life. The value of this course is also increased by a study of the application of economic principles to current civic problems and legislation concerning them.

In this connection students are required to make an intensive study of some phase of social economics. Opportunity for this is afforded through the co-operation of the Associated Charities of Salem. At the end of the course students present the result of their research in the form of a comprehensive thesis.

An extensive outside reading course is being conducted as a part of this work. By means of a card designed for the purpose an accurate account of each student's reading is kept on file, together with her criticism of the work read.

A suitable library, containing works relating to the subject of economics, is at the disposal of the students.

Commercial Law

Mr. SPROUL

The whole scheme of commercial activity is regulated and controlled by the laws of business, and the character and integrity of business conduct are defined by these laws. The aim of this course is to give the student a knowledge of the essentials of commercial law, and to develop the best methods for imparting this knowledge to others. The work of the text-book is supplemented by

real or hypothetical "cases," in which the law principles learned are applied.

A library of commercial law text-books is at the disposal of the students.

Bookkeeping and Accounting

MR. SPROUL

Accountancy is the "backbone" of commercial education. In its elementary form and application it is largely clerical and conventional in its nature, this elemental work constituting the "book-keeping" of our high school courses. In its advanced principles it is a "creative" and "interpretative" study of economic development and of the business activities and relationships of members of society.

As *bookkeeping*, the pupil is taught the causes and effects of business exchange; the proper recording of business changes; the tools of business, *i.e.*, the common commercial documents and instruments; the proper preservation of all business evidence, — internal and external, — emphasizing clerical exactness and facility; and labor-saving expedients, — special columns, books, etc.

As *accounting*, there is presented and illustrated the construction of accounts; the principles involved in the distribution of results of business changes; the interpretation of business statements; the equitable settlement of financial controversies; the operation of cost-finding systems; value of financial statistics; and the theory and practice of auditing.

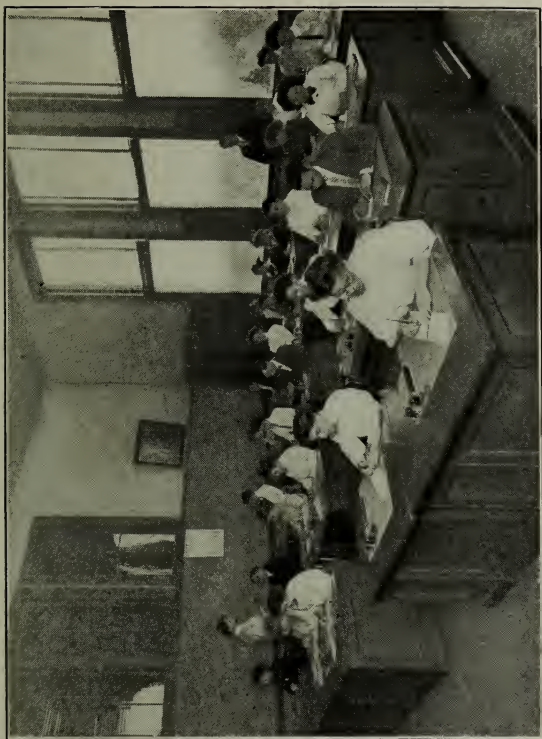
The course covers class and individual instruction, business practice, with offices, — intercommunication office practice with the Salem Commercial School, — and a limited amount of work under actual office conditions in business houses in Salem and Boston.

Commercial Arithmetic

MR. SPROUL

Arithmetic is closely correlated with bookkeeping, and helps to interpret the commercial aspects of such subjects as geography, transportation, finance and economics.

The aim of this course is (1) to perfect the pupil in the application of mathematical principles and processes to practical business



A CLASS IN SHORTHAND.

affairs, with the belief that the materials representing real conditions and situations can be made to furnish a truly rational presentation of these principles and processes. (2) As a course in theory and methods of teaching it is designed to emphasize and illustrate the principle that to be of value any topic must appeal to the individual in such a way as to excite his interest; that the pupil becomes interested in problems arising from the community interests, the home or his field of labor or recreation.

Shorthand

Miss TOWNSEND

The study of the principles of Benn Pitman shorthand comprises the work of the first part of the course. Dictation practice begins very early, the aim being to obtain absolutely accurate work at a moderate rate of speed by the time the student completes the text. This work is followed by a few weeks' drill for a high rate of speed. The professional side of the subject is considered throughout the course, but it is emphasized in the senior year by the discussion of methods, the study of pedagogical works on the subject of shorthand, by the examination and criticism of various text and drill books, by observation in the Salem Commercial School, and by observation and practice teaching in the Salem High School, the Lynn English High School and the Washington Grammar School, Beverly.

The Gregg system of shorthand may be continued by those students who have had a reasonable amount of instruction in it elsewhere.

Typewriting

Miss MORSE

The first half of this course is devoted to acquiring proficiency in the touch method, the professional side of the subject being emphasized from the first by showing pupils how to start beginners in the study of typewriting. Care is taken that students form correct habits of position, touch, fingering and manipulation of the machine. Particular attention is given to the arrangement of material and to rapid transcription. The course includes practice in the use of the neostyle, the mimeograph, the letter press and

similar office devices. Material in the form of correspondence, outlines, abstracts, programs, etc., furnished by the various departments of the school, affords a basis for the acquisition of experience and skill in this kind of work.

Methods of teaching typewriting are discussed, and various text-books are examined, criticised and compared. Observation and practice teaching under supervision and criticism constitute an important part of the work of the third year.

Penmanship

Mr. DONER

The aims, methods and matter of this course are stated on page 34, except that in the commercial department a course of instruction suitable for high instead of elementary school pupils is presented during the senior year.

INSTITUTE FOR COMMERCIAL TEACHERS

August 25-29, 1913

Provided the necessary appropriation is made by the Legislature, an institute for commercial teachers will be held at this school during the last week in August. The work will include: the consideration of the aims of commercial education; the discussion of special methods employed in teaching the technical subjects of the commercial course; general and inspirational lectures, each evening, by authorities on commercial education; receptions, excursions, and other opportunities for recreation.

Although the institute is to be held primarily for the benefit of Massachusetts teachers, others will be welcome. Tuition will be free. Board and lodging can be secured at reasonable rates. Applications for copies of the final program and for further information should be addressed to J. A. Pitman, Principal of State Normal School, Salem. Early registration is desirable in order that acceptable arrangements may be made.

LECTURES

Since the issue of last year's catalogue the teachers and students have had the privilege of listening to the following lectures and concerts:—

The Value of a Grammar School Education.	Milton Fairchild.
The Associated Charities of Salem.	Miss Ethel B. Osborne, Secretary, Associated Charities, Salem.
The Pedagogy of Shorthand,	John Robert Gregg.
Song recital: Songs of the Sea,	Louis C. Elson.
Annual concert,	Glee Club.
The Problem of the Exceptionally Bright Child.	Guy Montrose Whipple, Associate Professor of Educational Psychology, Cornell University.
Reading: Jean Valjean,	Prof. John Duxbury, Manchester, Eng.
General Science,	Prof. John F. Woodhull, Teachers College.
The New Internationalism,	Mrs. A. S. Duryea, World's Peace Foundation.
Memorial Day address,	Hon. Alfred S. Roe.
The Housing Problem in Salem,	William S. Felton.
Graduation address: The True Ideal of Education,	Pres. Albert Parker Fitch, Andover Theological Seminary.
Aims of Modern Education,	Prof. Walter Sargent, University of Chicago.
Concert,	Durell String Quartette.
Song recital,	Mr. F. Morse Whemple, New England Conservatory of Music.
Concert,	Arensky Trio.
Concert,	Ladies Orchestra.

THE MANAGEMENT OF THE SCHOOL

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders, rather than governors and masters. They will not withhold advice, admonition and reproof, if needed;

but their work in such lines will be done with individuals, and in the most helpful and generous spirit. Those students who, after full and patient trial, are found unworthy of such consideration, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who, by no fault of their own, but by the misfortune of conspicuous inaptitude, through physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal and two other members of the faculty, and one member chosen by each division of the senior, middle and junior classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

Expenses, Aid, Board, etc.

Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of \$50 per year, of which sum one-half is due September 4 and the other half February 1. Text-books and supplies are free, as in the public schools. Articles used in school work which students may desire to own will be furnished at cost. Students who come to Salem to board are advised to bring with them such text-books of recent date as they may own.

To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing, to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished to residents of Salem, nor during the first half-year of attendance at the school.

Through the generosity of members of the faculty and graduates of the school several funds have been established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow rea-

sonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the Students' Benefit Fund are other funds, founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Prof. Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; and to Dr. Walter P. Beckwith, principal from 1895 to 1905. The total amount of money now available is about \$2,000. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

The expense of board is moderate; two students rooming together can usually find accommodations within easy distance of the school, including light and heat, at prices ranging upward from \$5 each, per week. A list of places where board may be obtained is kept at the school, and reasonable aid will be given to students who are seeking boarding places. It is advisable to make inquiries some time before the beginning of the school year.

A lunch counter is maintained in the building, from which is served at noon each school day a good variety of wholesome and attractive food, at very reasonable prices.

Attendance and Conduct

1. Students living at home, on finding themselves likely to be absent more than one day, are expected to make known the fact in writing.

2. Students who are withdrawing from school must return the books and other property of the school, and receive regular dismissal. Those who fail to do so promptly must not expect at a later date any recommendation or endorsement from the teachers of the school.

3. Absences for the purpose of teaching or of acting as substitutes for more than one day must be arranged in advance. In general, absence for this purpose during the first year of a student's course will not be regarded with favor.

4. Students must be present at the opening of school after any recess or vacation, and must remain until all are excused.

5. Students boarding in Salem must not make arrangements involving absence from any school exercise without previously obtaining permission.

6. Students boarding in this vicinity, away from their parents, whether over or under legal age, must keep the principal informed of their addresses. All boarding places are subject to the judgment of the principal.

As the school has no dormitory, those who receive its students into their homes must, of necessity, assume responsibility for the conduct of the young men or women thus placed in their charge in the same measure as would be required of teachers in charge of a dormitory. They are therefore requested to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered improper in a well-regulated dormitory.

Employment for Graduates

The increase in the number of normal school graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers, but even at the present time they constitute less than sixty per cent. of all the teachers in the State, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. Although the school does not undertake to guarantee positions to its students, it is a fact that graduates of any department are rarely without positions three months after graduation. The principal takes pleasure in assisting them to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities. He also wishes to be kept informed concerning the degree of success in teaching of former students.

Scholarships for Graduates

There are offered at Harvard University four scholarships, each of an annual value of \$150, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States.

Notices to School Officials

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the building and equipment, or to attend the exercises in its classrooms or practice schools at any time and without ceremony.

During the summer vacation, some person qualified to give information regarding the school, its work and the conditions of admission will be at the building each forenoon, except Saturday. Requests for catalogues are always promptly honored.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

Every person claiming to be a graduate of this school should be able to show either a diploma or a certificate of the fact of graduation. Since January 1, 1900, all students who have left the school by reason of graduation, or otherwise in good standing, possess a diploma, a certificate showing the completion of a year's work, or a certificate of honorable dismissal. The last-named paper is not to be understood as a recommendation of proficiency in scholarship or teaching ability.

GENERAL INFORMATION

Historical Sketch

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. The site, building and equipment represent an expenditure of \$300,000; and it is believed that the Commonwealth here possesses a structure as complete and convenient as any of its kind in this country.

The School Building

The building is located in the southern part of the city, — a section devoted chiefly to residential purposes, — in a commanding position at the junction of the electric car lines from Lynn and Marblehead.

In the basement are the gymnasium, with its adjoining dressing room and shower baths, the industrial laboratory and the lunch room. The first floor is occupied by the practice school. The rooms are all large and well lighted, and, including the kindergarten, they accommodate 400 pupils. On the second floor is the assembly hall of the normal school. It is about 60 by 85 feet in size, and will accommodate 350 students. The remainder of this floor contains the principal's offices, the reception room, the library, and various recitation and work rooms. On the third floor are the science laboratories, the studios and the lecture room.

Decorations

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty and other friends of the school, and all these have been selected with great care and artistic judgment, so that the whole is harmonious.

The Teachers and Students

The school during its history has had five principals and eighty-eight assistant teachers. The development of the practice schools began in 1897, and with them forty-eight persons have been connected as teachers. Twenty teachers are now required in the normal school and fifteen in the practice schools.

Nearly sixty-three hundred students have attended the school. The proportion of those who complete the course has been increasing steadily in recent years.

The Location and Attractions of Salem

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston & Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

REGISTER OF STUDENTS

1912-1913

Graduates, — Class XCVII, — June 18, 1912

ELEMENTARY COURSE

Beale, Helene Lambert,	West Medford.
Bowler, Claire Ann,	Somerville.
Bowler, Ruth Isabel,	Somerville.
Burnham, Gladys Frances,	Topsfield.
Burns, Agnes Ellen Olive,	Newbury.
Chamberlin, Alice Maude,	Somerville.
Chapman, Myrtie Hoag,	Marblehead.
Chase, Lucinda Norma,	Seabrook, N. H.
Collins, Eva Hadley,	Marblehead.
Collins, James Samuel,	Salem.
Collins, Nora Marie,	Beachmont.
Connors, Charlotte Newton,	Lynn.
Connery, Anna Laura,	Lynn.
Cook, Alice Marguerite,	Danvers.
Daley, Theresa Edna,	Malden.
Doran, Phoebe Martha Hughes,	Reading.
Dugmore, Florence Mabel,	Medford.
Dwyer, Mary Imelda,	Salem.
Edmunds, Mary Louise,	Medford.
Fairchild, Bertha Irene,	Lynn.
Farnham, Dorothy Woodbridge,	Malden.
Fegan, Mildred Ayers,	Beverly.
Fisher, Ethel Stockwell,	Lynn.
Furfey, Josephine Esther,	Cambridge.
Galvin, Bertha Katherine,	Lynn.
Geary, Mary Louise,	Malden.
George, Ida May,	Malden.
Giddings, Carrie Anna,	Beverly.
Gilmore, Joseph Michael,	Peabody.
Graham, Mary Pauline,	Lynn.
Halliday, Mary Mildred,	Lynn.
Herlihy, Catherine Mary,	North Cambridge.
Hickey, Ruth Elizabeth,	Wakefield.

Hobbs, Gwendolyn Day,	Holbrook.
Hodgkins, Edith Jane,	Medford.
Hughes, Viola Myrtle,	Salem.
Hunt, Caroline Lois,	Somerville.
Ilsley, Sarah Elizabeth,	Newbury.
Ingham, Mabel Russell,	Somerville.
James, Vivian Zella,	Salem.
Johnson, Anna Nathalie,	Somerville.
Johnson, Pernal Sophronia,	Nahant.
Keene, Leone Millicent,	Malden.
Kenneally, Anne Elizabeth,	Salem.
Kenny, Mary Agnes,	Malden.
Killen, Mildred Anna,	Lynn.
Killion, Anna Mary,	Malden.
Knight, Caroline Marion,	Middleton.
Leonard, Alice Virginia,	Amesbury.
Levy, Frances Agnes,	Chelsea.
MacAdam, Mary Teresa Hilda,	Lynn.
MacCarthy, Ruth,	Malden.
Mackin, Gertrude Elizabeth,	Cambridge.
Maguire, Mary Anne,	Cambridge.
Mahoney, Katherine Agnes,	North Cambridge.
Manning, Mary Helena,	Cambridge.
McCarthy, Alice Louise,	Lynn.
McCauley, Alice Katherine,	Salem.
McDonald, Helen Gertrude,	Methuen.
McLaughlin, Lucelia Agnes,	Everett.
Merrill, Lillian Dimond,	East Lynn.
Morrow, Helen,	Salem.
Millea, Grace D'Arcy,	Danvers.
Miller, Mary Ellen,	Somerville.
Mullin, Frances Marie,	Salem.
Murphy, Madeline Bernardine,	Everett.
Nichols, Maude Ethel,	Malden.
Norcross, Alice Almira,	Melrose.
O'Neil, Grace Ruth,	Somerville.
Orne, Madeline,	Marblehead.
Patch, Mary Louise,	Wenham.
Pitman, Ernest Clayton,	Danvers.
Sargent, Helen Marion,	Groveland.
Scully, Katherine Veronica,	Chelsea.
Seaton, Mildred,	Gloucester.

Sharkey, Annie Gertrude,	Medford.
Simonds, Margaret Story,	Beverly.
Smith, Amy Francena,	North Andover.
Stetson, Estelle Frances,	Medford.
Stetson, Elizabeth Jewett,	Georgetown.
Striley, Amy Marguerite,	Danvers.
Thornton, Helen Ellis,	Saugus.
Tompkins, Emeline Frances,	Danvers.
Tweeddale, Ruth Barbour,	Lynn.
Tynes, Lillian May,	North Cambridge.
Watkins, Winifred Belle,	Wakefield.
Willey, Mildred Anna,	Saugus.

COMMERCIAL COURSE

Two Years

Davis, Nina Amanda,	Auburn, Me.
Dow, Ethel Helen,	Newton.
Johnson, Olive Florence,	Orange.
Sanford, Pearle Aurilla,	Marlborough.

Three Years

Brophy, Elnora Kathleen,	Gloucester.
Clark, Ann Keenan,	Marblehead.
Hinchcliffe, Eva Mary,	Stoneham.
Wiggin, Lelia May,	Danvers.

CERTIFICATES FOR ONE YEAR'S WORK

Elementary Course

Carr, Anna Belle,	Salem.
Cate, Mary Ropes, A.B.,	Salem.
Golden, Annie,	Somerville.
Maddock, Ruth Valerie,	Amesbury.
Remick, Mabelle Dorothy,	Medford.
Rice, Međa Elizabeth,	Essex Centre, Vt.
Solomon, Genorie Palmer,	Malden.
Tolman, Grace Mary,	Brookline.

Commercial Course.

Chisholm, Everett Allen, A.B.,	. . . . .	Manchester, N.H.
Finn, John Haley, B.S.,	. . . . .	South Middleton.
Moody, Beulah Walton,	. . . . .	Salisbury.
O'Neil, Agnes,	. . . . .	East Boston.
Rice, Jennie Julia,	. . . . .	Marlborough.
Smith, Lulu Belle,	. . . . .	North Andover.
Tucker, Ruth Elizabeth,	. . . . .	Reading.

Students in the Elementary Course

SENIOR CLASS

Anderson, Edith Mathilda,	. . . . .	Salem.
Appleton, Florence May,	. . . . .	Beverly.
Bassett, Clara Louise,	. . . . .	Marblehead.
Blanchard, Mina Anna,	. . . . .	Amesbury.
Bloomer, Fannie Reynolds,	. . . . .	West Somerville.
Boyle, Alice Gertrude,	. . . . .	Amesbury.
Breen, Margaret Mary,	. . . . .	Somerville.
Buffum, Dorothy May,	. . . . .	Danvers.
Cahoon, Margaret Cecilia,	. . . . .	Gloucester.
Carrier, Caroline Joanna,	. . . . .	Charlemont.
Clark, Elizabeth Constance,	. . . . .	Annisquam.
Clifford, Ruth Isabel,	. . . . .	Revere.
Comer, Marie Ann,	. . . . .	Lynn.
Crowell, Harlan Dunn,	. . . . .	Salem.
Curry, Catherine Teresa,	. . . . .	Lynn.
Dame, Rubie Lillian,	. . . . .	South Chelmsford.
Davis, Claire Veronica,	. . . . .	Salem.
DeAvellar, Anna Louise,	. . . . .	Medford.
Deering, Mary Katherine,	. . . . .	Beverly.
Delaney, Mary Frances,	. . . . .	Cambridge.
DeLory, Evelyn Whitney,	. . . . .	Beverly.
Denton, Maude Holt,	. . . . .	Danvers.
Dewire, Mary Josephine,	. . . . .	Somerville.
Dinsmore, Helen Peach,	. . . . .	Malden.
Dodd, Sadie Frances,	. . . . .	Beverly.
Durling, Mivienne Averill,	. . . . .	Lynn.
Estee, Marion Frances,	. . . . .	Somerville.

Finlay, Hazel Mellissa,	Chelsea.
Fitzgerald, Jetta Louise,	Revere.
Flagg, Pauline,	Swampscott.
Flaherty, Katherine Ruth,	Lynn.
Fraser, Helen Genevieve,	Revere.
Gallagher, Mary Louise,	Cambridge.
Gillis, Margaret Rosaline,	Manchester.
Gilmore, Cecilia Gertrude,	Peabody.
Glover, Alice May,	Marblehead.
Golden, Ida,	Somerville.
Griffiths, Alice Elizabeth,	Somerville.
Harrold, Beulah Christine,	Marblehead.
Higgins, Grace Imelda,	Amesbury.
Hill, Hortense Frances,	Lynn.
Hilliard, Mildred Jewell,	E. Kingston, N.H.
Houriham, Nellie Veronica,	Marblehead.
Johnson, Mildred Aileen,	Malden.
Jordan, Mary Elizabeth,	Newburyport.
Joyce, Gerald Stanley,	Gloucester.
Kirby, Mary Beatrice,	Danvers.
Kotzen, Mary,	Chelsea.
Long, Helen Mary,	North Cambridge.
Loschi, Mary,	East Boston.
Lyons, Helen Anna,	Arlington.
Maguire, Helena Margaret,	Cambridge.
Malcolm, Eliza,	Cambridge.
Maxwell, Alice Louise,	Stoneham.
McCarthy, Ellen Teresa,	East Lynn.
McCarthy, May Josephine,	Lynn.
McCarthy, Mary Elizabeth,	Peabody.
McCurdy, Edith Susan,	Beverly.
McElroy, Mary Teresa,	Peabody.
McInnis, Sarah Catherine,	North Andover.
Mitchell, Mildred Louise,	Springfield.
Moran, Katherine Irene,	Cambridge.
Morgan, Ellen Augusta,	Lynn.
Mulally, Anna Clementine,	Danvers.
Mullaley, Helen Esther,	Stoneham.
Mullins, Grace Frances,	Cambridge.
Murdock, Rita Annette,	Chelsea.
Murray, Henrietta,	Beverly.

Nason, Cora Mable,	Manchester-by-the-Sea.
OLeary, Katharine Francesca,	Peabody.
O'Reilly, Sarah Louise,	Cambridge.
Palmer, Evelyn Mae,	Lynn.
Parsons, Rita Cushing,	Newburyport.
Patton, Elizabeth Mary,	Chelsea.
Perkins, Inez Margaret,	Salem.
Perkins, Mildred,	Wenham.
Pike, Nora Clair,	Winthrop.
Putnam, Marion,	Beverly.
Purington, Edith May,	Beverly.
Regan, Helen Gertrude,	Salem.
Ricker, Doris Ames,	East Lynn.
Roberts, Franklin Campbell,	North Andover.
Roche, Marion Thecla,	Salem.
Rowe, Vera Edna,	Marblehead.
Schermerhorn, Ruth Elizabeth,	Newburyport.
Shattuck, Carrie Elmer,	Pepperell.
Stantial, Eunice May,	Melrose.
Strout, Margaret Dodge,	Swampscott.
Troy, Gertrude Roberta,	South Boston.
Ward, Mary Grace,	Marblehead.
Waterhouse, Olive Doane,	Wakefield.
Watson, Helen Mabelle,	East Lynn.
Wendell, Jessie Stuart,	Lynn.
Williams, Mary Elizabeth,	Beverly.
Wing, Beulah Amanda,	Hathorne.
Wing, Laura Sheldon,	Malden.
Woodberry, Ruth Williams,	Beverly.
Zanetti, Louise,	East Boston.

STUDENTS IN SECOND YEAR OF THREE-YEAR COURSE

Allen, Amelia Southworth,	Lynn.
Cashman, Mary Theresa,	Cambridge.
Caulfield, Helen Frances,	Salem.
Cody, Margaret Ellen,	Peabody.
Cowden, Esther Brownell,	Amesbury.
Currier, Ethel May,	North Andover.
Henderson, Helen Esther,	Boston.
Hodsdon, Helene Charles,	Fryeburg, Me.
McCauley, Emma Frances,	Salem.
Monaghan, Rose Ella,	Salem.
Ried, Bertha,	North Reading.

SPECIAL STUDENTS, ONE-YEAR COURSE

Copping, Betsy Lyon,	Stratham, N. H.
Crowley, Elizabeth Anne,	West Lynn.
Curtis, Gertrude Mae, ¹	Peabody.
Grant, Editha May,	Portsmouth, N. H.
Keith, Nelly Doris,	Salem.
McFarland, Beatryce Mary,	West Somerville.
Neall, Lena Fifield,	Lynn.
Pulsifer, Helen Marks,	Salem.
Regan, Katherine Dorothy,	Bradford.
Tuttle, Manora,	Sanbornville, N. H.
Webber, Ethel Mary, ¹	Swampscott.

JUNIOR CLASS

Allen, Katharine,	Malden.
Ansel, Rosa,	Chelsea.
Aylward, Mary Ella,	Salem.
Bateman, Jessie Hale,	Georgetown.
Beattie, Margaret,	Somerville.
Benjamin, Lea Josephine,	Beverly.
Bessom, Rachel Ursula,	Lynn.
Bray, Helen Crosby,	Beverly.
Bresnahan, Nora Veronica,	Lynn.
Bridge, Mary,	Wakefield.
Broughton, Anna Margaret,	Cambridge.
Bryant, Agnes Lee,	Winthrop.
Burke, Adelaide Rebecca, ¹	Roxbury.
Burnham, Elizabeth,	Essex.
Cairnes, Charlotte Margaret,	Cambridge.
Callahan, Esther Marie,	Lynn.
Campbell, Adaline Catherine,	Revere.
Campbell, Lorena King,	East Lynn.
Canfield, Anna Rose,	Somerville.
Carr, Florence Cowden,	Stoneham.
Clausmeyer, Helen Louise,	West Roxbury.
Coffey, Mary Agnes,	Medford.
Coffin, Anna Burroughs,	Marblehead.
Cohen, Annie,	Roxbury.
Cohn, Dorothy Reva,	Malden.

¹ Was a member of the school less than three months.

Colcord, Elizabeth Jacobs,	Melrose.
Collins, Mary Hayden,	Everett.
Commins, Lillian Frances,	Somerville.
Condon, Elizabeth,	Salem.
Connor, Madeline Elizabeth,	Medford.
Convery, Mary Ellen,	Everett.
Cotton, Rachel Ethridge,	Malden.
Cummings, Elizabeth Mary,	Salem.
Curley, Teresa Mary,	Marblehead.
Dalton, Grace Elizabeth,	Cambridge.
Del Gratta, Celia,	West Everett.
Dennehy, May Ann,	Beverly.
Dewire, Louise Frances, ¹	Somerville.
Dolan, Ada Vincentia,	Medford.
Donovan, Alice Marie,	Salem.
Donovan, Helen Winifred,	Salem.
Driscoll, Timothy John,	North Andover.
Dugmore, Ethel Frances,	Medford.
Eliason, Amelia Florence,	Gloucester.
Ellis, Anna Louise,	Peabody.
Everett, Caroline Vickery, ¹	Cambridge.
Farrell, Esther,	Chelsea.
Fitts, Eva May,	North Reading.
FitzGerald, Lucy Agnes,	Charlestown.
Fletcher, Julia Esther,	Malden.
Freeto, Elsie Warren,	Marblehead.
Friedlander, Bertha Esther, ¹	Chelsea.
Galvin, Kathleen Matilda,	Malden.
Glines, Ruth Marguerite,	Beverly.
Godfrey, Rose Anna,	Salem.
Goldman, Ida Josephine,	Salem.
Goldsmith, Josephine Mildred,	Dorchester.
Hall, Adeline Frances,	Wakefield.
Hanley, Esther Marie,	Belmont.
Hanlon, Nellie Louise,	Salem.
Harrington, Alice Agnes,	North Cambridge.
Hay, Isabel N.,	Lynn.
Healey, Edythe Alana,	Lynn.
Hedberg, Hildegard B.,	Malden.
Higgins, Mary Alice,	Lynn.
Hill, Marion Ruth,	Lynn.

¹ Was a member of the school less than three months.

Huntington, Flora Evelyn,	Newburyport.
Hyland, Marion Adelaide,	Everett.
Jeffs, Ruth Evelyn,	Salem.
Jones, Dora,	Malden.
Kane, Elizabeth Eustis,	Newburyport.
Killion, Cresentia Madeline,	Malden.
Kinsman, Clarice Hesson,	East Lynn.
Knight, Edna Florence,	Somerville.
Larcom, Lucy Marshall,	Beverly.
Learoyd, Helen,	Danvers.
Locke, Edna,	Salem.
London, Dana Woodman,	Salem.
Loring, Annie Gladys,	Groveland.
Ludgren, Eleanor Marie,	Somerville.
Lufkin, Ruth Louise,	Gloucester.
Lyness, Mary Grace,	Lynn.
Lyons, Winifred M., ¹	West Somerville.
MacKay, Gladys Margery,	Cliftondale.
MacKinnon, Lillah May,	Newburyport.
MacKnight, Carolyn Martina,	Revere.
Manley, Helen Gertrude,	Medford.
McCann, Elizabeth Mary,	Cambridge.
McCulloch, Olive Frances,	Lynn.
McGlone, Mary Louise,	Peabody.
McGrail, Mary Theresa,	North Andover.
McNally, Alice,	Roxbury.
Moore, Gladys Emma,	Franklin Park.
Morris, Mildred Bartlett,	Siasconset.
Murphy, Catherine Louise,	Lynn.
Murphy, Catherine Theresa,	North Cambridge.
Murray, Margaret Teresa,	Beverly Farms.
Nelson, Esther Ethel,	Lynnfield.
Neville, Azella Marie,	Salem.
Noble, Grace Lambert,	Beverly.
Nolan, Mary F.,	Dorchester.
O'Brien, Helen Marie,	Malden.
O'Connor, Mary Angela,	Cambridge.
O'Donnell, Della Louise,	Lynn.
O'Grady, Mary Elizabeth,	Salem.
O'Keefe, Marie Louise,	Salem.
O'Loughlin, Mary Emma,	Malden.

¹ Was a member of the school less than three months.

Oram, Lillian May,	Lynnfield.
Palmer, Jennie Carolyn,	Cambridge.
Parsons, Ruth Isabel,	Gloucester.
Payne, Elizabeth Perkins,	Wakefield.
Peebles, Fernald,	Winthrop.
Prime, Charlotte Katherine,	Rowley.
Randall, Mildred Frances,	Amesbury.
Raymond, Lydia,	Essex.
Riggs, Daisy May,	Gloucester.
Riordan, Julia May,	Somerville.
Rose, Anna Dorothy,	Medford.
Rowell, Addie Laura, ¹	Groveland.
della Sala, Elenora Bianca,	Chelsea.
Sands, Ethel N.,	Amesbury.
Sawyer, Frances Arline,	Lynn.
Shay, Catherine Marie,	Salem.
Shortell, Helena Louise, ¹	Salem.
Smith, Ethel Mae,	Amesbury.
Smith, Hettie Christina,	Exeter, N. H.
Stetefeld, Marguerite Catherine Elizabeth, .	Somerville.
Stetson, Harriette Endicott,	Georgetown.
St. Pierre, Eliza,	Salem.
Strandal, Hannah Christine,	Pigeon Cove.
Teakles, Marion Gertrude,	Somerville.
Tenneson, Sadie Mathilda,	Arlington Heights.
Townsend, Henrietta,	Prides Crossing.
Tuttle, Abbie Frances,	Sanbornville, N. H.
Twombly, May Abbie,	Groveland.
Walden, Ola Belle Susie,	Roxbury.
Walsh, Anna Rose,	Somerville.
Webster, Marion Pearson,	Newburyport.
Welsh, Josephine Elizabeth,	Malden.
Wheeler, Clara Abbie,	Salem.
Whelpley, Blanche Lottie,	Arlington.
Widger, Mildred,	Chelsea.
Woolley, Rose Mary,	West Lynn.
Wright, Ivy Lou,	Peabody.

⁵ Was a member of the school less than three months.

Students in Commercial Course

SENIOR CLASS

Brown, Eliza Florence,	Marblehead.
Curtis, Mabolin,	Salem.
Fitch, Marion Abbie,	Sterling, Junction.
Foley, William Lawrence,	Gloucester.
Harvey, Fred Harrison,	Lynn.
Levy, Mary Genevieve,	Danvers.
Long, Frederick Joseph,	Salem.
McGlew, John James, Jr.,	Newburyport.
Powell, Charlotte Louise,	Malden.
Thomas, Winnifred Adelaide,	Cambridge.
Whitney, Rosalba,	Brookline.

STUDENTS IN SECOND YEAR OF THREE-YEAR COURSE

Bray, Richard Williams,	Salem.
Brooks, Walter Roland,	Ipswich.
Campbell, Mildred Ward,	Middleton.
Carter, Ruth Hixon,	Winchendon.
Chase, Lenox Elspeth,	Amesbury.
Coman, Clara Louise,	Putnam, Conn.
Cromwell, Marion Judson,	Chelsea.
Hatch, Pearl Catherine,	Middleton.
Hutchinson, Myron Robin,	Salem.
Johnson, Hazeltine Robinson,	Peabody.
Kelly, Marion,	Everett.
Lamb, Emma Jennie,	Orange.
McCann, James Henry,	Peabody.
McLaughlin, Sarah Jane,	Nahant.
Moriarty, Marion Agnes,	Danvers.
Mulally, Loretta Marion,	Danvers.
Parziale, Anna Cecelia,	Chelsea.
Poland, Emma,	Nahant.
Rankin, Austin Mäder,	Beverly.
Richards, Edmund Francis,	Peabody.
Smith, Faustina Elena,	Newburyport.
Vaile, Margaret Helen,	Danvers.
Williams, Georgiana,	East Wenham.

SPECIAL STUDENTS, ONE-YEAR COURSE

Baird, Ethel Renewa,	Milton.
Beadle, Helen Josephine,	Groveland.
Deane, Bertha Laura, ¹	Salem.
Elliott, Marion Porter, ¹	Danvers.
Fuller, Irene Margaret,	Milford.
Knodell, Mary Louise, ¹	Jamaica Plain.
Lowell, Pauline, ¹	Hallowell, Me.
Nye, Clifford N.,	Pittsfield.
Paine, Olive May,	Hallowell, Me.

SPECIAL STUDENTS, TWO-YEAR COURSE

Hall, Annie,	Waltham.
Olsen, Charles Clarence,	Revere.

JUNIOR CLASS

Adams, Persis Florence,	Franklin.
Badger, Marie,	Framingham.
Barrett, William Francois,	Lowell.
Burrell, Lilla May,	Malden.
Clark, Frank Melvin,	Everett.
Cox, Adeline Elizabeth,	Dorchester.
Currier, Ruth Harriet,	Newburyport.
Donovan, Alice Elizabeth,	Wakefield.
Emerson, Margaret Emalda,	Somerville.
Gilmore, Frank John,	Peabody.
Hiatt, Ruth Frances,	Malden.
Howard, Ethel Gertrude,	Winthrop.
Knowlton, Elsie Olive,	Pigeon Cove.
Levine, Rosa,	Dorchester.
Lind, Inez Elizabeth,	Malden.
Macgovern, Margaret I.,	Dorchester.
Mangan, Lucy May,	Pittsfield.
Mansfield, Ruby Blanche,	Reading.
Martin, Alice Leona,	Malden.
McCoy, Frank E.,	Lynn.
McDonald, Beatrice Magdeline,	Cambridge.
McGill, Frances Catherine,	Pittsfield.
O'Rourke, Charles Philip,	Peabody.

¹ Was a member of the school less than three months.

Phelps, Ethelind Mary,	Lynn.
Pierce, Lester Ward,	Salem.
Reed, Lois Jane,	Everett.
Rigby, Alice Nathalie,	Melrose.
Rodgers, Helena A., ¹	Charlestown.
Shields, Hazel Dean,	Melrose.
de Sloovere, Teresa,	Webster.
Stanton, Sturgis Towne,	Beverly.
Turner, Andreas Wesley Sproule,	Lynn.
Waitt, Viola,	Malden.

¹ Was a member of the school less than three months.

Summary

Students of the elementary course,	253
Special students, elementary course,	11
Students of the commercial course,	67
Special students, commercial course,	11
	<hr/>
	342

Whole number of students from opening of school,	6,284
Whole number of graduates,	3,318
Number of certificates for one year's work,	116

REQUIREMENTS FOR ADMISSION

1. A detailed record of work in the preparatory school, signed by the principal. (Use the printed form provided by the school.)
2. A certificate of good moral character from the principal of the high school. (Included in I.)
3. Examinations or a certificate amounting to ten units chosen from the specified list (see II., page 10).
4. A certificate from the high school for four additional units. (Included in I.)
5. A written application for admission (on the printed form provided by the school).
6. A physical examination by the school physician.
7. A personal interview with the principal at the school. (No candidate will be admitted who has not met this requirement.)

MsH
3-15

STATE NORMAL SCHOOL SALEM MASSACHUSETTS



SIXTIETH YEAR

1913-1914



STATE NORMAL SCHOOL, SALEM

STATE NORMAL SCHOOL SALEM MASSACHUSETTS



SIXTIETH YEAR

1913-1914

APPROVED BY
THE STATE BOARD OF PUBLICATION.

STATE BOARD OF EDUCATION

				TERM EXPIRES
THOMAS B. FITZPATRICK, A.M.	.	.	Brookline	1914
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SARAH LOUISE ARNOLD, A.M.	.	.	Newton Center	1915
SIMEON B. CHASE	.	.	Fall River	1915
FREDERICK P. FISH, A.B.	.	.	Brookline	1916
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CLARENCE D. KINGSLEY, M.A.	Boston
EDWARD C. BALDWIN	Boston

INSTRUCTORS

The Normal School

JOSEPH ASBURY PITMAN	PRINCIPAL
	Pedagogy
HARRIET LAURA MARTIN	Librarian. Library practice
JESSIE PUTNAM LEAROYD	English
CHARLES FREDERICK WHITNEY	Drawing and practical arts
MARY ALICE WARREN	Physical training, physiology and hygiene
GERTRUDE BROWN GOLDSMITH, A.B. ¹	Nature study, gardening, psychology
HELEN HOOD ROGERS	Children's literature, reading
FRED WILLIS ARCHIBALD	Music
HARRIET EMMA PEET	Literature, arithmetic
LOUISE CAROLINE WELLMAN	Secretary
SUMNER WEBSTER CUSHING, S.B., A.M.	Geography, geography of commerce, industrial geography, commercial literature
CHARLES ELMER DONER	Penmanship
ETHEL ALMIRA MORSE, B.A.	Typewriting, correspondence, shorthand
GENORIE PALMER SOLOMON	Assistant, manual arts and English
ALEXANDER HUGH SPROUL, B.S., M.S.	Bookkeeping, commercial law, econom- ics, history of commerce, pedagogy
ETHEL AUGUSTA ROLLINSON	Shorthand, bookkeeping, commercial arithmetic
LAURA TURNER COOPER, B.A., M.A.	United States history, civics, general history, literature
CARRIE BERYL JOHNSON	Assistant, arithmetic and reading
LYMAN RICHARDS ALLEN, S.B.	Psychology
CARL ORTWIN SAUER, A.B. ²	Practical science, industrial science, geography

The Training School

LYMAN RICHARDS ALLEN, S.B.	Director
CLARENCE STODDARD GOLDSMITH	Assistant to the director
	Practical arts
AMALIE KNOBEL	Grade eight
MARY MAUD REED, B.E.	Grades seven and six
MAY LILLIAN PERHAM	Grades five and four
MARY ELIZABETH JAMES	Grades three and two
GERTRUDE ISABEL BIGELOW	Grade one and kindergarten
ALICE MARTHA WYMAN	Kindergartner and assistant in primary grades
EDITH MARION CHILDS	Household arts; assistant in intermediate grades

The Farms School, Marblehead

	Ungraded
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¹ Absent on leave. Substitute, Florence O'Neil Hastings, A.B.

² Temporary instructor.

Additional practice for students in the elementary department is obtained in approved schools in Beverly, Brockton and Newton.

The necessary opportunity for observation and practice teaching for students in the commercial department is afforded in the Salem Commercial School, the Salem High School, the Lynn English High School, the Newton Technical High School, and the Washington Grammar School, Beverly.

Business practice is obtained in the offices of several important firms in Boston and Salem.

OFFICERS

Officers of the Salem Normal Association, 1913-1916

Mrs. FANNY FERN ANDREWS, Boston (Class LVII.)	<i>President</i>
Mrs. ALICE GATES OSBORN, Peabody (Class LXXII.)	<i>Vice-President</i>
Mrs. LYDIA RICHARDS BURNHAM, Beverly (Class LXXXVIII.)	<i>Secretary</i>
Miss FLORENCE M. DAVIDSON, Salem (Class XCIV.)	<i>Assistant Secretary</i>
Mr. WARREN W. OLIVER, Newton (Class XCVI.)	<i>Treasurer</i>
Mrs. LIZZIE F. HOOD, Danvers (Class LIII.)	} <i>Directors</i>
Miss MARTHA P. OBER, Salem (Class XLVII.)	
Mrs. NELLIE KELMAN GREENOUGH, Malden (Class XXXVII.)	
Mrs. MARY CHANDLER HARRINGTON, Peabody (Class L.)	
Mrs. FANNY SARGENT ENDICOTT, Chelsea (Class LIV.)	

Officers of the Senior Class

ADELINE F. HALL	<i>President</i>
EDMOND F. RICHARDS	<i>Vice-President</i>
GRACE L. NOBLE	<i>Secretary</i>
F. ARLINE SAWYER	<i>Treasurer</i>

Members of the School Council

J. ASBURY PITMAN	} <i>Faculty</i>
C. FREDERICK WHITNEY	
ETHEL A. MORSE	
ADELINE F. HALL	} <i>Senior Class</i>
ROSE M. WOOLLEY	
ABBIE F. TUTTLE	
AUSTIN M. RANKIN	} <i>Middle Class</i>
FRANCES C. MCGILL	
C. PHILIP O'ROURKE	
ARTHUR I. KEEFE	} <i>Junior Class</i>
HELEN B. CRESSY	
ELSA L. BASSETT	

Members of the Athletic Advisory Board

J. ASBURY PITMAN	} <i>Faculty</i>
SUMNER W. CUSHING	
CHARLES E. HOGAN	} <i>Students</i>
C. PHILIP O'ROURKE	
JOSEPH M. GILMORE	<i>Graduate</i>

Officers of the Athletic Association

EDMUND F. RICHARDS	.	.	.	.	.	<i>President</i>
CLARENCE D. BRESEE	.	.	.	.	.	<i>Secretary</i>

Officers of the Art Club

C. FREDERICK WHITNEY	.	.	.	.	.	<i>President</i>
GENORIE P. SOLOMON	.	.	.	.	.	<i>Vice-President</i>
HELEN LEAROYD	.	.	.	.	.	<i>Secretary and Treasurer</i>

CALENDAR FOR 1914 = 1915

Spring Recess

From close of school on Friday, February 27, 1914, to Monday, March 9, 1914, at 9.30 A.M.

From close of school on Friday, May 1, 1914, to Monday, May 11, 1914, at 9.30 A.M.

Graduation Week, 1914

Friday evening, June 12, reception of the graduating class

Tuesday morning, June 16, at 10.30 o'clock, graduation

Tuesday afternoon and evening, the class play

Thursday evening, June 18, the class banquet

First Entrance Examinations ¹

Thursday, June 18, 1914

Morning

8.30- 8.45 Registration
8.45-10.30 English
10.30-11.30 History
11.30-12.30 Algebra

Afternoon

1.30-2.30 Geometry
2.30-4.00 Latin, Arithmetic
4.00-5.00 General Science

Friday, June 19, 1914

Morning

8.15- 8.30 Registration
8.30- 9.30 Drawing, Stenography
9.30-11.00 French, German, Current Events
11.00-12.00 Physical Geography, Commercial Geography

Afternoon

1.30-2.30 Chemistry, Physics
2.30-3.30 Physiology. Book-keeping
3.30-4.30 Biology, Botany, Zoology
4.30-5.30 Domestic Science or Manual Training

Second Entrance Examinations ¹

Tuesday and Wednesday, September 8 and 9, 1914
(Hours and order as above)

¹ See page 11.

Beginning of School Year

Thursday, September 10, 1914, at 9.30 A.M.

Thanksgiving Recess

From Wednesday, 12.30 P.M., preceding Thanksgiving Day, to the following Tuesday, at 9.30 A.M.

Christmas Recess

From 3.00 P.M. on Wednesday, December 23, 1914, to Monday, January 4, 1915, at 9.30 A.M.

Beginning of Second Half-Year

Monday, February 1, 1915

Spring Recess

From close of school on Friday, February 26, 1915, to Monday, March 8, 1915, at 9.30 A.M.

From close of school on Friday, April 30, 1915, to Monday, May 10, 1915, at 9.30 A.M.

Graduation

Tuesday, June 23, 1915, at 10.30 A.M.

First Entrance Examinations

Thursday and Friday, June 25 and 26, 1915.
(Hours and order as above)

Second Entrance Examinations

Tuesday and Wednesday, September 7 and 8, 1915.
(Hours and order as above)

NOTE. — The daily sessions of the school are from 9.30 to 12.35 and from 1.35 to 3 o'clock. The regular weekly holiday of both the normal and the training school is on Saturday.

The telephone call of the normal school is Salem, 375; of the training school, Salem, 344.

The principal's residence is at 260 Lafayette Street, and his telephone call is Salem, 943.

STATE NORMAL SCHOOL

SALEM, MASSACHUSETTS

AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore no student may be admitted to or retained in the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time and the claims of professional training will permit. The subjects of the elementary curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of man from the standpoint of physiology and of psychology; the principles of education upon which all good teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

REQUIREMENTS FOR ADMISSION¹

I. Candidates for admission must have attained the age of seventeen years, if young men, and sixteen years, if young women; must be free from diseases or infirmities which would unfit them for the office of teacher; and must present certificates of good moral character. They must also present detailed records of scholarship from the principal of the high

¹ See also page 38.

school, or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade therein (*on the printed form provided by the school*), and such additional evidence of qualification for the calling of a teacher as the Board of Education may require.

II. A candidate for admission as a regular student to a general course must present a diploma of graduation from a high school, or its equivalent, and, in addition, must offer satisfactory evidence of preparation in the subjects listed under A, B and C, amounting to fourteen units, ten of which units, however, must be in subjects given under A and B, secured either by examination or certification. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects*. — Three units

- (1) English literature and composition 3 units

B. *Elective Subjects*. — At least seven units from the following subjects: —

- | | |
|---------------------------------------------------------------------------------------------------------------|--------------|
| (2) Algebra | 1 unit |
| (3) Geometry | 1 unit |
| (4) History, ancient, mediæval and modern, English,
American, including civics or current events | 1 or 2 units |
| (5) Latin | 2 to 4 units |
| (6) French | 2 to 3 units |
| (7) German | 2 to 3 units |
| (8) Drawing ¹ | 1 unit |
| (9) Physics | 1 unit |
| (10) Chemistry | 1 unit |
| (11) Biology, botany or zoölogy ¹ | 1 unit |
| (12) Physical geography ¹ | 1 unit |
| (13) Physiology and hygiene ¹ | 1 unit |
| (14) General science | 1 unit |
| (15) Stenography | 1 or 2 units |
| (16) Bookkeeping | 1 unit |
| (17) Domestic science or manual training | 1 unit |
| (18) Commercial geography ¹ | 1 unit |
| (19) Arithmetic ¹ | 1 unit |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts

¹ Half units in these subjects will also be accepted.

colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by the high schools. The requirements to be met in the commercial subjects are stated on pages 33 and 34.

C. *Additional Subjects.* — At least four units from any of the foregoing subjects, or from other subjects approved by the secondary school towards the diploma of graduation of the applicant. Work in any subject approved for graduation, in addition to that for which credit is secured by examination or certification, may count towards these four units.

III. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under A and B. Examinations in these subjects will be held at the normal school in June and September of each year. Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under C and will not be given examinations in these subjects.

IV. *Division of Examinations.* — Candidates for admission to the normal schools may take all of the examinations at once, or divide them between June and September. If the examinations are divided, the candidate will receive no credit for the first examination, unless he secures by examination or certification a total of at least five of the ten units required. Examinations cannot be divided between different years.

V. *Admission on Certificates.* — Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board may be exempted by the principal of the normal school from examination in any of the subjects under A and B in which the principal of the high school shall certify that the applicant, in accordance with the practice of the high school, is entitled to certification to a college in the New England College Entrance Certificate Board. Candidates from public high schools approved for this purpose by the Board of Education may be exempted by the principal of the normal school from examination in any

subjects under A and B in which the applicant has a record of B, or 80 per cent., in the last year in which the subject has been pursued, and when the principal of the high school states that the work of the applicant entitles him to certification. Credits secured by any candidate from the Board of Regents of the State of New York or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted toward the total of ten units under A and B. In addition to units granted by certification candidates must present credentials for subjects under C.

VI. *Admission as Special Students.* — Graduates of normal schools and colleges and persons with satisfactory experience in teaching may be admitted as special students to all courses, under such regulations as the Board may prescribe. Applicants with satisfactory teaching experience may be admitted to the one year's course without examination or other requirements.

VII. *Admission to Special Courses.* — Persons possessing qualifications for the pursuit of work offered in special courses may be admitted as special students under such regulations as the Board may prescribe.

Students from outside the State

Non-residents of this Commonwealth who are able to satisfy the requirements for admission may be received as students on payment of \$50 per year, of which sum one-half is due at the beginning of the year and the other half at the middle of the year. This applies to all courses.

ELEMENTARY COURSE OF STUDY

Two-year Course. — This course is designed primarily for those who aim to teach in the public schools below the seventh grade, but students intending to teach in the upper grammar grades pursue this course during the first year in the school. The course includes: —

I. The study of the educational values of the following subjects, and of the principles and methods of teaching them: —

(a) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics, — arithmetic.

(c) History, — history and civil polity of the United States and of Massachusetts.

(d) Science, — practical science, geography, physiology and hygiene, nature study, gardening.

(e) Manual arts; vocal music; physical training; penmanship, library practice.

II. (a) The study of man — body and mind — with reference to the principles of education; the application of these principles in school organization, school government, and in the art of teaching; the school laws of Massachusetts.

(b) Observation and practice in teaching.

The time required for the completion of this course depends entirely upon the student. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon.

Three-year Course. — This course is offered to students who desire a more thorough preparation for teaching in the upper grades of the grammar school. The subjects studied in the junior and middle years are the same as those prescribed for the two-year course, but there is a differentiation in their treatment in the second year in order that the respective needs of the two groups of students may be met. The work of the senior year is calculated to prepare teachers for departmental work in the higher grades, and is largely elective. It affords an opportunity for the advanced study of English, literature, geography, history, arithmetic, practical science, manual arts, music, physiology and hygiene, and pedagogy. Practice in teaching in appropriate grades is an important feature of the course.

Advanced Course. — Students who have prepared for teaching in the first six grades may elect a third year of study from this list of subjects. The course is also open to graduates of colleges and of this and other normal schools. It is of greatest value to those who have had experience in teaching.

CONDITIONS OF GRADUATION

The satisfactory accomplishment of the academic work of the course does not constitute a complete title to the diploma of the school. The power of the student to teach — judged from his personality and his efficiency in practice teaching — is so important that one who is manifestly unable to do so will not be graduated, whatever his academic standing may be.

THE OBSERVATION AND TRAINING DEPARTMENT

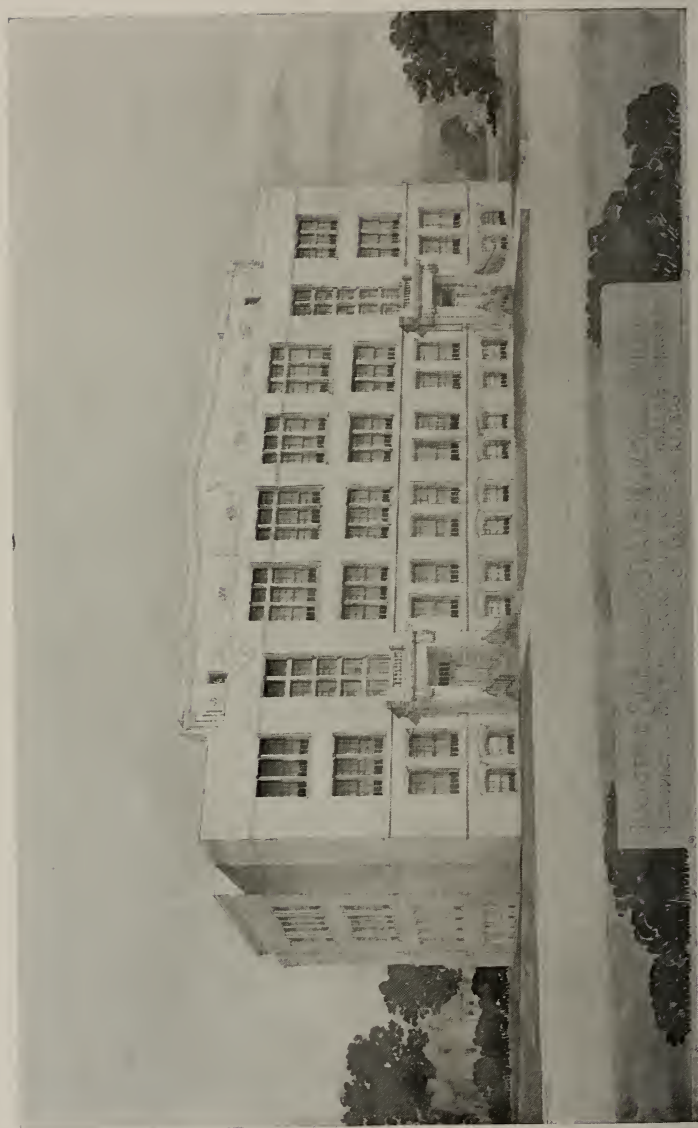
Mr. ALLEN, Director

In co-operation with the school committee of the city of Salem, the State Normal School maintains a complete system of training schools, beginning with a kindergarten, and fitting pupils for the local high school. The system also includes a model ungraded school in Marblehead.

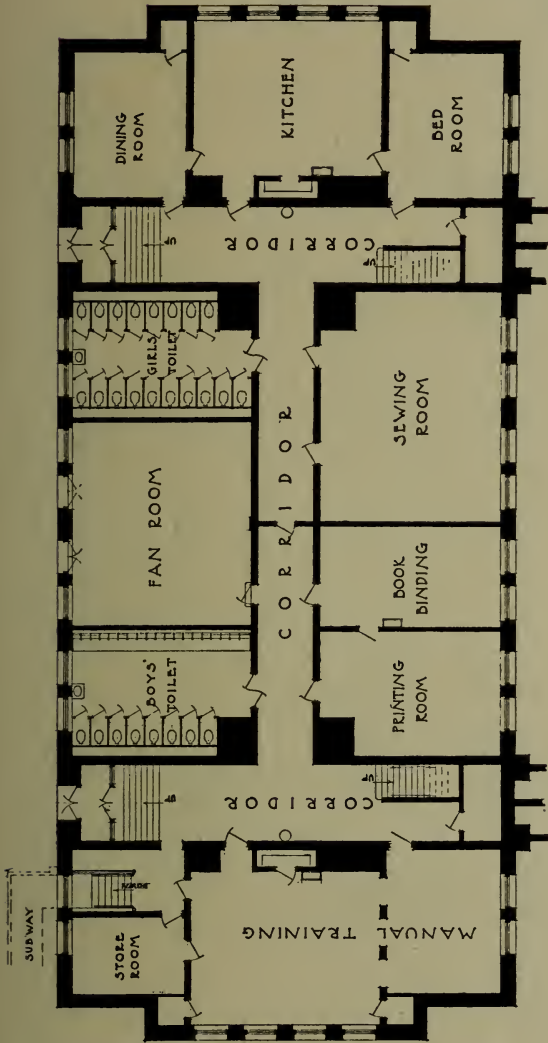
The training school is conducted in a new building especially designed for its purpose. Besides thirty classrooms it contains an assembly hall, a library, and rooms for manual training, printing, bookbinding, and domestic science.

In planning the instruction in these schools the aim is to connect it as closely as possible with the work in the normal school, to the end that the methods of teaching here may exemplify the theory which the normal school students are taught. In the training school a large part of the instruction is either supervised or actually given by normal school instructors, and instruction in the normal school is largely based on directed observation in the training department in particular subjects as well as in the theory of education.

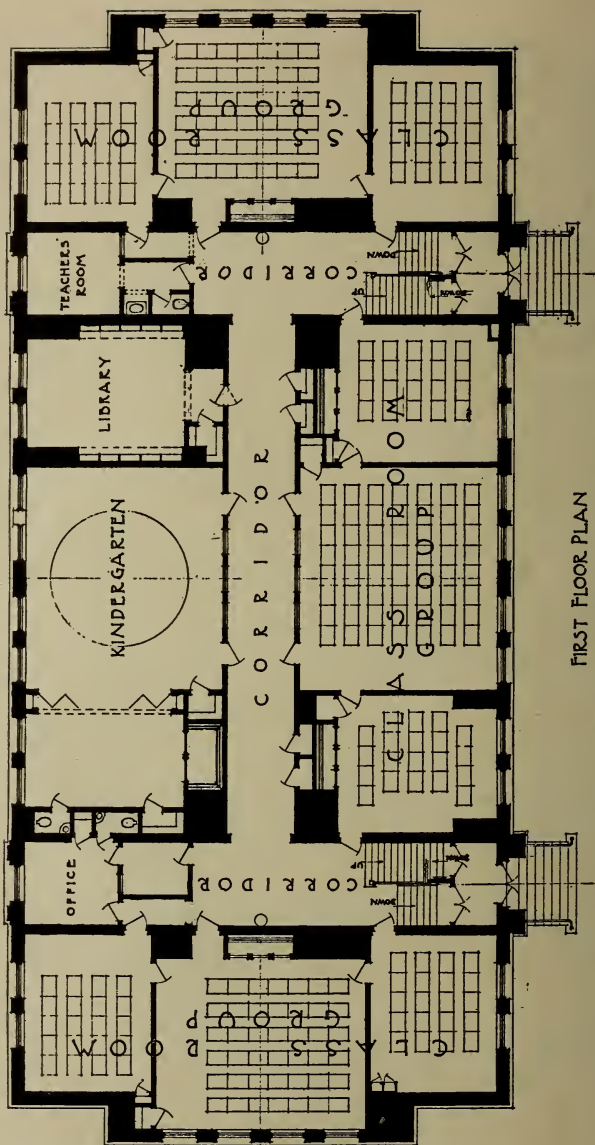
The work of the critic teachers in the training department includes responsibility for the progress and discipline of pupils, the continuity and efficiency of the instruction and the lesson preparation and classroom instruction of the student teachers, subject to the general direction and advice of the director of the school.



TRAINING SCHOOL BUILDING

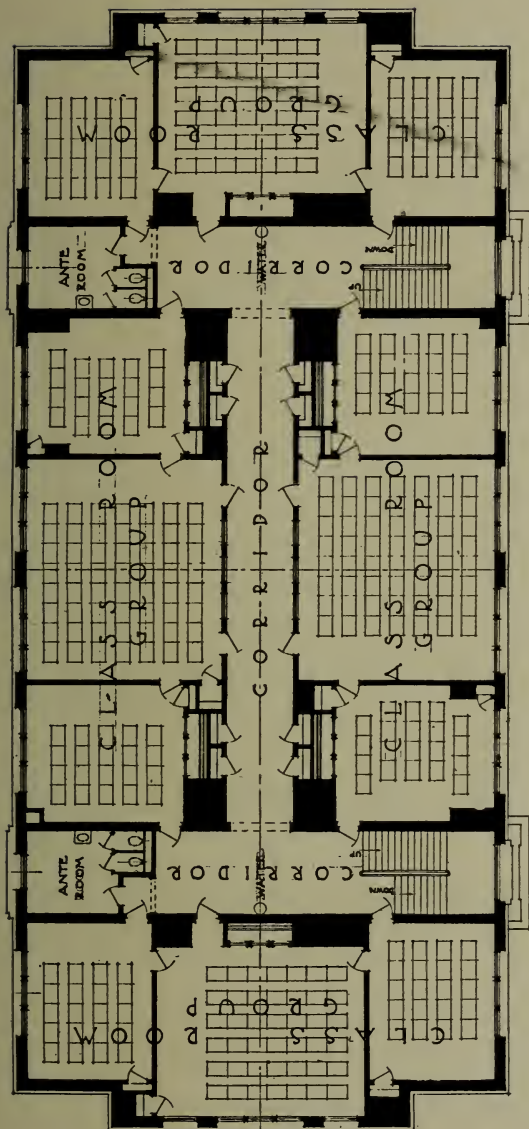


DESIGN FOR BUILDING FOR
 BASEMENT PLAN
 PRACTICE SCHOOL
 SALEM MASS
 HARTWELL RICHARDSON & DYER
 ARCHITECTS BOSTON
 STATE NORMAL SCHOOL



FIRST FLOOR PLAN
PRACTICE SCHOOL

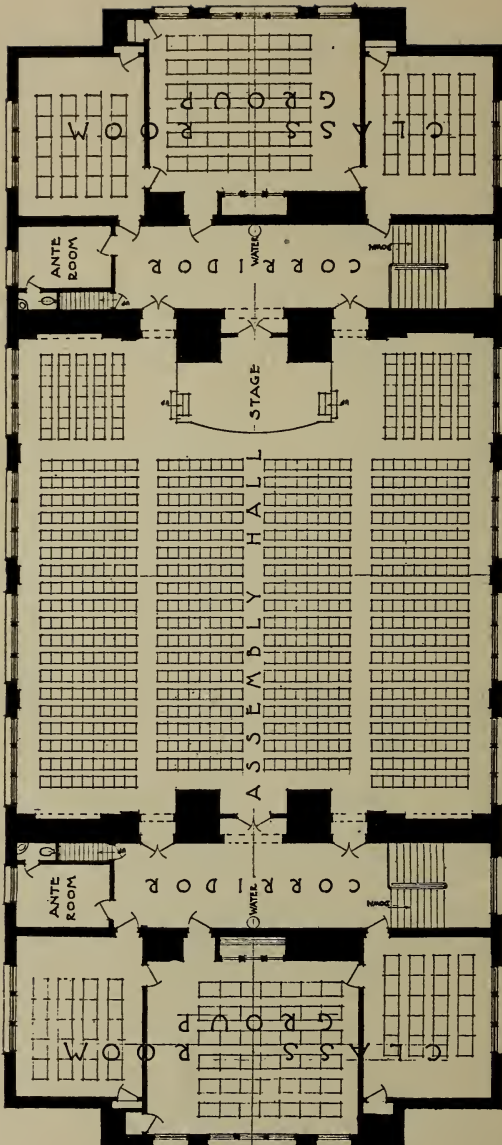
DESIGN FOR BUILDING FOR:
SALEM MASS
HARTWELL RICHARDSON & DEVER
ARCHITECTS DOSTON
STATE NORMAL SCHOOL



SECOND FLOOR PLAN
PRACTICE SCHOOL

DESIGN FOR BUILDING FOR
SALEM MASS
HARTWELL RICHARDSON & DENVER
ARCHITECTS DOSTON

STATE NORMAL SCHOOL



THIRD FLOOR PLAN
PRACTICE SCHOOL

DESIGN FOR BUILDING FOR
SALEM MASS
HARTWELL RICHARDSON & DENVER
ARCHITECTS
BOSTON

STATE NORMAL SCHOOL

Besides the regular observation and practice teaching, opportunity is provided for those students who intend to teach in the first grade to observe in the kindergarten, in order that they may become familiar with the theory and methods of the kindergarten and its relations to the rest of the elementary school system. Arrangements have also been made for the seniors to gain a considerable amount of experience in teaching in the schools of several cities. They receive a moderate compensation for this service. All students who wish have the opportunity to teach in our rural school.

ELEMENTARY COURSE

Junior Year

		Periods Weekly
English	} one-half year each	4
Literature		
Reading		3
Arithmetic		3
Geography		4
History		2
Psychology		3
Music		1
Library economy, one-half year		1
Prepared work		20 and 21
Manual arts		3
Chorus		1
Gymnastics		3
Unprepared work		7

Senior Year

	Periods Weekly
English	2
Literature	2
History	2
Penmanship	2
Practical science	2
Nature study	4
Physiology and hygiene	2
Pedagogy	1
Music	1
<hr/>	
Prepared work	18
Manual arts	2
Chorus	1
Gymnastics	3
<hr/>	
Unprepared work	6

Practice teaching, 10 weeks

ADVANCED COURSE

Elect twenty periods of prepared work from the following list: —

	Periods Weekly
English	5
Literature	5
Geography	5
History	5
Arithmetic	3
Practical science	5
Manual arts	5
Pedagogy	2
Physiology, hygiene	3
Music	1

Practice in teaching in appropriate grades

AIM AND SCOPE OF THE COURSE OF STUDY

English Language

Miss LEAROYD — Miss SOLOMON

The study of language continues throughout the two years' course. The present plan for conducting the training school makes it necessary that students should receive, during the first year, training in the teaching of English. The students' own needs, however, must also receive attention. It is necessary that they should acquire good habits of speech and writing and have sufficient knowledge of the language to guide their pupils in its use and to help them to understand and appreciate what they read. The work of the first year is therefore both professional and cultural, but the emphasis is upon the technical side. Subject-matter is considered as far as it is necessary to an understanding of the work in the grades. This technical study of the language is followed by a discussion of the aims and methods employed in training children in the use of English. Type lessons are prepared and illustrated, as far as possible, by observation of lessons in the training school.

A large part of the professional work, however, must be done in the second year, when the students have acquired an understanding of children and have learned to take the initiative. The ten weeks' practice in the training school prepares them to discuss aims and methods in detail and plan work effectively. The problems to be considered are how to interest children in expressing their thoughts and how to secure accurate and effective modes of expression. An acquaintance with good language books and books on the teaching of English is required.

Advanced Course. — Students who elect English during the third year should work for greater power and efficiency. If they need additional knowledge and practice in expression, attention will be given to the cultural side. The work of the year, however, is chiefly professional. The students should first observe and discuss subject-matter and methods at present in use, to discover what definite aims are to be accom-

plished and how material should be selected and organized to attain these ends. The work may be largely laboratory work and individual conference with the teacher. There should be also actual practice in the schoolroom under direct supervision of the teacher of English, with the advice and co-operation of the supervisor of the grade in which the teaching is done.

Literature for Children

Reading

MISS ROGERS — MISS JOHNSON

The course in reading aims (1) to give the student some knowledge of the technique of oral reading in order that he may gain power in oral expression, as well as be prepared to deal with the problems that arise in teaching oral reading after the third year in school, or after children are said to have "learned to read;" and (2) to acquaint him with methods of teaching children to read, including a study of phonetics and the simplest forms of story-telling and dramatizing.

The course in children's literature aims (1) to give a definite knowledge of such subject-matter as may be used with children in the first six years of school, to give them the habit of turning to books for recreation, information and inspiration, and (2) to discuss and formulate plans for using such material effectively. Books that are read voluntarily in the home are considered, as well as the classics for children more frequently recommended by educators.

The above courses are planned for the junior students. In each, some opportunity is given for observing the work of experienced teachers, and for reading and telling stories to children of different ages.

Literature

MISS PEET

The work in literature for the senior year is intended for the personal culture of the students. The classes meet twice a week throughout the year and discuss questions concerning the appreciation of standard writers and the selection of popular reading. Studies are made of a few of the poets of England

and America, of the novelists and short-story writers, and of modern essayists.

Advanced Course. — The aim of the work is to make the students familiar with literature adapted to grammar school children. The course covers work for classroom exercises and home reading, and embraces studies in English and American poetry, classic stories and in popular and standard books, together with the means of arousing in the children an appreciation for literature and of cultivating in them the habit of reading good books.

Arithmetic

Miss PEET — Miss JOHNSON

The two courses in arithmetic offered to students in the elementary department are both vocational.

Regular Course. — This course is given to all students preparing to teach in either the primary or the grammar school. The classes meet three times a week during the junior year, and study the principles involved in teaching the subject. Throughout the work an attempt is made to put arithmetic on a different basis from that at the time it was taught for mental discipline. The course aims to give the student means of teaching the subject from a practical standpoint, closely in touch with the every-day experiences of the children.

Advanced Course. — In addition to taking the work described above, students preparing to teach arithmetic in the seventh, eighth and ninth years of the grammar school meet three times a week during the third year of their course to study phases of commercial and industrial arithmetic adapted to work with grammar school children. In commercial arithmetic such topics as the following are worked out in their simpler aspects: the collection and transmission of money, keeping a cash account, insurance, school banking, and the investment of money in real estate and in stocks and bonds. In industrial arithmetic the topics studied are: the arithmetic connected with gardening, manual training, housekeeping, local manufactures, and other occupations and industries with which children are familiar.

Geography

Mr. CUSHING.

In this course the fundamental principles of the science are evolved from the study of the home locality, so that the understanding of the mutual relations of man and his environment becomes observational knowledge. The method of instruction is such as to tend to develop the reasoning power of the student as the facts of geography are studied.

Much time is spent in interpreting the materials found in the best textbooks on the subject for elementary schools, in map reading, in the use of diagrams, models, pictures, specimens, and the other geographic helps.

An intensive study of the pedagogy of geography occupies the last quarter of the year, after the students have gained abundant illustrative material and experience in the previous work of the class. The place of geography in the school curriculum is justified and the part it plays in reaching the ends of education is defined. A graded course of study is worked out on this basis.

The school possesses special advantages for geographic study. Salem has diversified land forms which determine varied industrial activities. An excellent harbor and near-by rivers show well their influence over human activities. A geography garden is developed in the spring by the normal and practice school pupils. The department has one of the best geography museums in the State.

The elements of physiography are interwoven with those of geography. They include enough of astronomy for the student to gain a clear notion of the relation of the earth to the other members of the solar system and the universe; of mineralogy, to interpret the physiographic history of parts of the earth from the study of their rocks; of historical geology, to appreciate that the earth, with its animal and vegetable life, is an evolving organism, and that the present conditions show one stage of that evolution; of physical geography, to understand the typical processes affecting the earth's surface and the resulting land forms. The object of the course, other than general culture, is to build up the background for the

earth sciences that are taught in the elementary schools. Field trips and laboratory work take an important part in this work. The immediate surroundings offer diversified material for field work. The school is well equipped with a large astronomical telescope, with individual and exhibition rock and mineral specimens, maps, lantern slides and a museum of selected fossils.

All of the work of this course is professional, contributing as it does to the equipment of the student to become a teacher of geography in the grades.

Advanced Course. — The work of this year is regional geography of United States and Europe. The systematic study of these countries not only furnishes abundant background material, but also is used as the basis for illustrating methods, teaching exercises, organization of work and general discussions.

The main aim of the course is to prepare students to teach geography in the upper grades. Much time is spent in research work that leads to an acquaintance with the wide sources of geographical material. Thus professional and cultural work share the time given the course.

History

MISS COOPER

History is included in both years of the elementary course. The purpose of the course is primarily professional, and seeks to train the student for the work of teaching history in the elementary schools.

A brief review of the subject-matter of American and related European history attempts to broaden the student's conception of history, its aims and its methods of study. Much emphasis is here placed on collateral reading, in order that a broader knowledge of historical literature may be gained. In connection with history, problems of government are considered. With this as a basis the course proceeds with a general survey of the work of the elementary schools, criticism of historical literature for children, and a consideration of the methods of teaching history.

Advanced Course. — This course is designed for students who wish to specialize in history for teaching in the upper grammar grades. It directly carries on the work of the preceding course, making a more intensive study of certain periods of American history and government with their European background, and also including a more extended treatment of the methods of studying and teaching history.

Library Economy

Miss MARTIN

The course covers half the school year, with one class period and one written paper per week. The aim is (1) to bring the student into close touch with the school library, that he may understand its resources and avail himself of them to the utmost; (2) to extend this knowledge and practice to his own public or town library; and (3) to induce a feeling of appreciation and respect for books and libraries *per se*.

The following topics indicate the ground covered: the decimal classification; the arrangement of books in a library; use of the card catalogue, the magazine index, the book index and table of contents; selection of books for a school library; the general principles of classification and cataloguing. The various kinds of reference books are studied, and pupils are shown how to investigate a subject in a library. Children's books and reading are discussed jointly in the library and literature courses.

Psychology and Pedagogy

Mr. PITMAN — Mr. ALLEN

This course extends throughout the junior year and constitutes an immediate preparation for purposeful and intelligent practice teaching in the senior year and an indirect general introduction to all later professional work. Hence, the aim in this department is to know good educational practice and the reasons which underlie it; to form conscious aims, general and specific, in teaching; and to develop habits of work based on native aptitudes and on this knowledge. This work requires foundation in the keen and sympathetic

study of the mind in its development and of the child as a developing organism, inductively taught through directed observation in the training school, as well as through introspection and the study of the book. Illustrations from the daily life of the student and from observation of child-life with applications to teaching are demanded throughout the course. Careful attention is given to the processes by means of which knowledge is acquired and elaborated. It includes considerable child-study, special and general, leading to the conception of the child, not as a little man, but passing through well-developed childhood and youth to manhood; investigation of the processes and aims of instruction and of various types of lessons; a general consideration of the educational values of the several subjects of study and of the meaning and purpose of education. General problems of class and school organization and management, physical conditions and hygiene of the schoolroom, discussion of current educational problems follow.

Systematic class work is also planned for the students during the practice period of the senior year. Further opportunities for practice under actual classroom conditions are afforded through the rural training school in Marblehead, and regular or substitute teaching constantly conducted in Salem, Beverly, Brockton and Newton, and irregularly in many other places.

A portion of the course is also devoted to a consideration of the historical development and the characteristic features of the Massachusetts school system as revealed by the laws relating to public instruction. A sufficient knowledge of these laws is imparted to make the students familiar with the rights and duties of teachers.

Teachers now in the service who are intending to enter the school to take a year's special work should make a thorough study of James's *Briefer Course in Psychology*, Halleck's *Psychology and Psychic Culture*, or some other book of equal scope.

Nature Study

MISS GOLDSMITH

The principal aims of this course are to awaken and cultivate an interest in all out-of-door life, with an appreciation of the things that can be seen in our immediate vicinity, and to give definite materials for instruction in the grades.

In preparing for the first six grades particular attention is given to developing the right spirit toward the work and getting the child's point of view. Work is done with the domestic animals, especially pets, birds, familiar trees, garden plants and the common wild flowers. The study of soils, seeds and germination, or an acquaintance with common insects, weeds, etc., lead directly to work in the garden, and help to emphasize the special aims of these lower grades, namely, to establish habits of keen observation and thoughtfulness, together with appreciation and interest.

The school garden furnishes a basis for much of this work, and is also a prominent feature in the work of those preparing for the higher grades. These students are also given some work in forestry, larger economic problems, and many exercises in physical science too difficult for presentation in the lower grades. These subjects are intended to cultivate breadth of knowledge and clearer, more accurate and more logical thinking.

In addition to this, sufficient material of a somewhat more academic nature is given in both classes, in order that the students may have some idea of development, the gradually increasing complexity of plant and animal life, and the relationship existing between classes. The larger principles of heredity, adaptation to environment, the struggle for existence, protection, etc., are essential to breadth of thinking and the better appreciation of individual forms. Types of plants and animals (*e.g.*, dandelion, corn, maple, starfish, crab, fish) form the basis for class discussion, laboratory work and recitation. As much field work is done as time permits, and the collection at the Peabody Academy of Science affords an unusual opportunity for the study of typical animal forms.



PICKING EARLY PEAS

The School Gardens

MISS GOLDSMITH — MR. GOLDSMITH

Three gardens are conducted by the school. One of them, which occupies a part of the school grounds, is worked on the individual basis. This offers to students an opportunity not only to plant small plots of their own and care for them, but also to supervise the work of children from the practice school. Thus they learn to make practical the ideas they have gained concerning plant life, and will be able to establish gardens in schools where they may teach.

Another garden, comprising half an acre, located a short distance from the school, is worked on the community basis, and is planted entirely to vegetables, which are sold to families living in the vicinity of the school and to the markets. This garden is planted, cared for, and the products of it harvested by boys of the seventh and eighth grades. When the garden is planted the boys are in the seventh grade; when the products are gathered and sold they are in the eighth grade. The boys are given a share in the profits, apportioned among them according to efforts they have made in working the garden. The third garden is conducted by the students in connection with their course in geography, and is devoted to grains and grasses.

The work in the garden is a means toward an end. The teachers have an opportunity to make nature study practical, and to encourage the children to have gardens of their own, in order that they may have interests at home. Thus the work promotes a spirit of co-operation and helpfulness among the children, loyalty to the school in making the whole garden attractive and generosity in contributing a portion of their produce to hospitals.

The garden furnishes material for work in the schoolroom. In arithmetic, there are practical problems of expenditure of money for material and labor and of income from products raised, and measurements to be made in planning and laying out the garden. In language, subjects for composition and discussion are presented in the preparation for the outdoor

work, and as a result of experience gained in the garden. In manual training, there are problems to work out, such as tools, frames to support vines, cold frames, etc. Knowledge of moisture, soils, relation of plants and animals, food products, forms a basis for practical geography. There are plans of the garden to be drawn, vegetables in different stages and flowers for the study of form and color, flowers to be arranged artistically in vases, effective arrangement of flowers in the garden to be considered. By thus grouping much of the indoor work in the spring about the garden, the teacher makes the garden a natural center from which other lines of work radiate.

Practical Science

MR. SAUER

The aims of the work in practical science are: to stimulate and foster interest in the science of common things; to provide a fund of useful knowledge about every-day science; and to develop the power of accurate observation, clear thinking and correct expression, which are essential to direct others in the study of science.

The classroom work includes demonstrations, informal lectures, reports on special topics and discussion. A large part of the classroom time is used by the students in presenting special topics before the class. About one-third of the time is allotted to individual laboratory work. The object of this work is to give the student sufficient skill in manipulation of apparatus to be able to demonstrate successfully before a class, and to give more intimate knowledge of the substances, processes and principles which are discussed in the classroom. Ample laboratory facilities are provided for independent work by the students.

(1) *Applied Physical Science*. — The course includes many subjects which are important because they are closely related to every-day life. Consideration is given to science questions of the home, public utilities, manufactures, trades and arts. The course aims to give the student a broad outlook over the field of physical science and an insight into ways in which

science is useful to man. Excursions are planned to show the applications of physics and chemistry in commercial use.

(2) *Advanced Course*. — The aim of the course is to prepare the student to teach physical science in the grammar grades. The course covers the subject-matter of physics and chemistry associated with every-day life, and gives some experience in teaching science lessons under supervision. Model lessons for grammar grades are worked out in class. Skill in demonstrating is acquired in the laboratory, before the class, and in actual teaching before a group of grammar school children. Criticism and discussion follow each teaching exercise. Opportunity is also given to observe and practice science teaching in the grades.

Physiology and Hygiene

MISS WARREN

The purpose of the work in physiology and hygiene is two-fold, — to aid the student to form right habits of living and to furnish accurate knowledge of principles and facts to be taught to children.

Social hygiene, including personal, family, city, State and industrial hygiene, should have an important place on the school program. Since a large per cent. of the children fail to reach the high school, instruction in social hygiene must be given in the elementary grades. In the normal school, therefore, the professional aspect of the work demands the major part of our attention. Emphasis should be laid upon the methods best adapted to the instruction of children, stimulating an interest in and an appreciation of those facts that are essential to the correct mode of living. Considerable knowledge of the intimate relation of the various parts of the body may be acquired in a natural manner through the study of hygiene. Reserve force, quiet nerves, spontaneity and enthusiasm are essential assets to a successful teacher. Consequently, it is important that the student should establish for himself the idea of the value of health. As time allows, some research work regarding open-air schools, child labor, feeding, housing, and sanitary conditions of workshops is carried on.

Advanced Course. — For those who wish to specialize in the

subject of hygiene a broader training is offered, including research work regarding feeding, housing, sanitary conditions of workshops, water supply, sewage disposal and infectious diseases. Provision will be made, also, for much practice work in presenting the subject in an effective way to children.

Physical Training

MISS WARREN

The aim in the course in physical training is to improve the physical condition of the students and to prepare them to teach those forms of exercise which will be most useful in the elementary schools.

Folk dancing is an epitome of aspects of life and is, therefore, especially adapted to young children. Since it has been co-ordinated with other forms of physical training, formal gymnastics has acquired a new interest. Although the relation of rhythmical exercise to fatigue is of central importance; dancing fails to correct faulty postures. It is necessary, therefore, to introduce such forms of gymnastic work as will help in the acquirement of correct habits of sitting, standing and walking, and of deep and full breathing, so essential to growing children. The intelligent supervision of games both in the schoolroom and on the playground is an essential feature.

Viewed as to its educational aspects, physical training brings about co-ordination of skill, agility, strength and endurance, and in its competitive forms leads to self-control, self-denial and loyalty to leaders. The fact that exercise is a necessary factor in producing a healthy body, which is a prime requisite for success and efficiency, is constantly emphasized.

Drawing and the Practical Arts

MR. WHITNEY — MISS SOLOMON

This course is made as broad and far-reaching as possible. Drawing is constantly used as a means of expression in all lines of school work. The course may be subdivided as follows: —

Representation. — This topic covers such work as nature drawing, object drawing in all its phases, freehand paper



FOLK DANCING



DRAWING AND THE FINE ARTS

cutting, modeling and illustrative sketching, and involves the use of pencil, pen and ink, crayon, chalk, water colors, etc., as the mediums of expression. A course in free blackboard drawing for use in general school work is included under this topic.

Composition. — Composition is a term used in its broad sense, and bears upon original arrangements, design, and picture study. It also includes the theory of color and the application of color harmonies.

Construction. — The work in construction comprises both the above-mentioned subjects and their application in the making of things. Objects for various purposes are discussed, their fitness is considered, freehand sketches are made, as well as the necessary mechanical drawings; compositions in line, area, and color are planned, and the results of these problems are the finished products.

The Practical Arts. — This work involves all the above-mentioned topics, comprising, also, gardening, cooking, sewing, weaving, metal work, wood work, leather work, printing, book binding and other projects. Such projects include many other studies, for the pupil must know something of the material he is using, its source, manufacture and relation to industry.

Lectures are given upon important subjects influencing the practical arts in the public schools, and upon more general topics in art. To these is added a short course on the history of art, dealing with the various schools of architecture, sculpture and painting from Egypt to the Renaissance. When possible, visits to the Museum of Fine Arts are made for study and review.

Each student is required to observe the work of the supervisor and of the teachers in the grades of the practice school, to present illustrated reports on these observations, and to give lessons in this work under supervision and criticism. Outlines of work for the grades in the practice school are arranged from month to month, and the juniors observe their application in the work with children. When teaching, the seniors make and use their own outlines of work.

Advanced Course. — The work of the students of the third year is a continuation of the two-year course along more advanced lines. The course is intended to prepare teachers for the higher grades, to supervise in several grades, or in all the grades, of a building, as is often desired in town or city schools.

These students should have special training in structural or mechanical drawing and design, and freehand sketching from the object or from memory. Such training necessitates —

The ability to make and to apply an outline of work adapted to the needs of any locality.

A knowledge of the materials used in the projects, and of their relation to industry.

The ability to handle this material and the use of the tools necessary in construction.

The ability to read, make and apply patterns or other working drawings.

A knowledge of the materials and mediums used in art.

A knowledge of color and its relation to art and industry.

An application of good structural and decorative design, and the ability to make and apply such designs.

The ability to sketch readily and well from memory or from objects.

Frequent lessons in the classroom and in the practice school.

The Art Club

Students have frequently expressed a desire for a further study of art than the regular course affords. For this reason, members of the faculty and students have organized an art club, meeting at least twice in the month for the study of art in various phases. This study includes papers by the members on the schools of painting; visits to the Museum of Fine Arts, the Boston Art Club, and other art galleries; visits to places of historic interest; out-of-door sketching; and advanced work along industrial lines.

Music

Mr. ARCHIBALD

The technical work in this department is designed to enable students to teach such principles of music as will apply to instruction in this subject in the several grades of the public schools.

Voice culture, song interpretation, ear training and sight reading, introducing the various problems of time and tune, are taught. The exemplification of these subjects is observed in the model schools, and practice in these lines is afforded the student under the guidance of the regular grade teachers. The principles of conducting, as applied to chorus singing and general school work, and practice in the same, are included in the course.

For cultural work one period weekly is given to general exercises in music, when the following subjects are considered: —

(a) Musical appreciation through listening to good music performed by the students and by professional artists, and also through the use of a piano player and a Victor talking machine.

(b) Chorus singing in preparation for the graduation exercises. A good library of pianola rolls and Victor records is at the disposal of the students, and much laboratory work in music is accomplished.

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra of stringed instruments is also one of the musical activities of the school.

Tickets for the concerts of the Boston Symphony Orchestra and for the Boston Opera Company are obtained for students upon application.

Advanced Course. — Much practice teaching under criticism with frequent conferences.

Penmanship

Mr. DONER

Penmanship is taught during the senior year. Two periods each week are devoted to practice, for the purpose of developing a plain, practical style of writing. Students are required

to practice at least fifteen minutes a day, and to submit their practice work to the supervisor for inspection, criticism and gradation.

In the first half-year the object of the work is to lay a thorough foundation in position, penholding and movement; also to drill in word, figure, sentence and paragraph writing. In the second half-year the object of the work is to improve the general quality of the writing and develop speed, so that the students will be able to write automatically a smooth, plain, practical hand. The students are also given blackboard practice, and practice in counting and in teaching lessons before their own classes. They also have an opportunity to teach penmanship in the practice school. During the second half-year the supervisor outlines a scheme for each grade, so that the students will have a knowledge of the theory of teaching the subject of penmanship in all the grades in the public schools.

COMMERCIAL DEPARTMENT

Entrance Requirements

The requirements for admission to the prescribed course of three years are the same as for students who apply for admission to the elementary course. The topics included for examination under the commercial subjects are as follows:—

(a) *Bookkeeping*. — Ability to open and close a set of books by single or double entry; a knowledge of the application of the law of debit and credit in varied business transactions; the preparation of statements, balance sheets, use of special columns and books, controlling accounts, etc.; and a demonstration of the possession of the clerical qualities, accuracy, facility and neatness in work.

(b and c) *Shorthand and Typewriting*. — Mastery of the principles of Pitmanic shorthand and their application, and of the word-signs and contractions of the particular system studied. Transcription on the typewriter of dictated material, to test accuracy in reading shorthand notes. Much importance is attached to correct spelling, capitalizing and paragraphing, and to skill in arranging typewritten material on a page.

A similar examination in Gregg shorthand will be given for those who wish to offer this instead of a Pitmanic system.

(d) *Commercial Arithmetic*. — Computations relating to extending and footing bills; percentage, including interest, discount, partial payments, commission and brokerage; partnership settlements, etc.

(e) *Commercial Law*. — Knowledge of such phases of law as contracts, sales, negotiable paper, agency, bailments, partnership and insurance. Ability to draw up approved legal forms, such as checks, notes and drafts.

(f) *Commercial Geography*. — A knowledge of principles that control the production, distribution and consumption of commodities, gained from a study of the local environment and a standard text, will fit the candidate for this examination.

The Course of Study¹

JUNIOR YEAR

	Hours per Week
English	2
Shorthand	4
Typewriting	5
General history	2
Physiography	2
Industrial physics and chemistry	2
Elementary bookkeeping	3
Penmanship	1
Physiology	1
Music	1

MIDDLE YEAR

	Hours per Week
English	2
Commercial correspondence	1
Shorthand	3
Typewriting	3
American history and civics	3
Commercial arithmetic	2
Commercial geography	2
Bookkeeping	3
Psychology	3
Penmanship	1
Music	1

¹ The Board of Education has under consideration the lengthening of this course to four years, which will include one year of business experience under the supervision of the school. This may go into effect in September, 1914.

SENIOR YEAR

	Hours per Week
Literature	4
Shorthand	3
Typewriting	3
Commercial law	2
History of commerce } half year each	3
Economics	
Industrial geography	2
Penmanship	1
Advanced bookkeeping	3
Pedagogy	2
Music	1
Observation and practice teaching, 9 weeks	

A condensed course of one or two years will be offered to graduates of colleges, normal schools or private commercial schools, and to teachers of experience; graduates of the full course receive diplomas; appropriate certificates are awarded to special students who complete approved courses of study.

English

Miss LEAROLD

The course, which continues for two years, is intended to be wholly cultural. The aim is to give the students a thorough knowledge of the language by consulting reference books and reading literature, and to offer systematic training in expression, in speech and writing. The needs of the individual are considered and an effort made to help him. It is hoped that the result of the work of the two years will be to give power in clear and easy expression both in speech and writing.

Commercial Correspondence

Miss MORSE

The course in commercial correspondence aims to give the student a thorough training in business letter writing, as well as to acquaint him with the many important details of office work, such as postal regulations, methods of filing, etc. Great emphasis is laid, throughout the course, on the need for estab-

lishing higher standards in business letter-writing, in the matter of both form and expression. The work of the second half-year is constructively critical in nature, and terminates with the strictly professional work of the course, including discussions of methods to be employed in adapting the work to pupils of high school grade, and the preparation of original material for use in carrying out the methods suggested.

Literature

Miss COOPER

The course in English literature seeks to aid in the cultivation of an appreciation and enjoyment of good literature. It includes a survey of the history of English literature for the sake of literary and historical perspective, followed by a study of representative masterpieces.

Commercial Literature

Mr. CUSHING

It is believed that many of the cultural aims of the work in general literature can be attained by the intensive study of the best of the rapidly growing current literature that deals with commercial and industrial conditions and activities. At the same time the student becomes acquainted with the problems, the ideals and the meaning of the wide field of commerce, that he may become a more intelligent high school teacher of commercial subjects. This course is planned to meet both the cultural and the vocational need, with the emphasis on the former.

History

Miss COOPER

The chief aim of the courses in history is the comprehension of present economic and political conditions as revealed through the study of their development. To this end the work is arranged in three courses for successive years, including general history, American history and civics, and the history of commerce. Thus, the background is furnished, by the preliminary survey of general history, for the more intensive study of the principles of industrial evolution treated in the

fields of American history and the history of commerce. The courses aim to acquaint students with the best available sources, and to develop their power in handling material independently. Provision is made for close connection between this department and the related subjects of industrial geography and economics.

Geography

MR. CUSHING

During the first year the work in physiography aims to construct a broad basis for understanding commercial geography. The nature of climate and land forms and their influences on man are made the principal objects of study. Some regional geography is taught.

Commercial geography is taught the second year. It is regarded as the meeting ground of geography and economics. The course is based upon the work in geography of the preceding year, in which is emphasized, more particularly, the study of those forces in nature which are working on man and so influencing his activities. An equal emphasis is now placed upon man's reaction to his environment, and those principles of economics are derived which help to explain the production, exchange, distribution and consumption of goods. The laboratories of this course are: local industrial establishments, the freight house, yard and cars, local docks and freighters.

Abundant concrete illustrative material is exhibited in the industrial and commercial museum, which is one of the new features of the department. In it are shown the raw materials of commerce. Many business houses have contributed to this, so that the various stages of production of the finished products of commerce are exhibited. Pictures and stereoscopic views help to clarify the subject. United States consular reports, census, statistical and other government reports, newspapers, market quotations, magazines and the modern texts, such as Redway's and Chisholm's, are used as sources of facts, from which principles are derived and illustrated.

An advanced course, entitled industrial geography, is offered for the third year. This is founded on observational work of many local industries, and leads to the study of the history

and organization of industries as influenced by geographic conditions. It concludes with an intensive study of the resources, industries, markets and transportation in the United States, and the industrial personality of nations. About half of the work may be considered professional and the rest cultural.

Industrial Science

Mr. CUSHING

The basis of this course is derived from visits to many local industrial plants where applications of the principles of physics and chemistry are observed. It aims to make the student familiar with many of the common scientific terms, chemical materials, and operations which are likely to be met in commercial work. In a broad way the course shows how modern industry is dependent upon modern science. The larger portion of the time is given to cultural rather than to professional work.

Pedagogy

Mr. SPROUL

Pedagogy is a prescribed subject for all students in the commercial department. In addition to the essential features of the regular elementary course it includes a consideration of many of the problems of the secondary school, and particular attention is given to the pedagogical aspects of commercial education. (See description of course in Pedagogy, p. 28.)

The History of Commerce

Mr. SPROUL

This course is designed to add to the general information of the student by giving a knowledge of the commerce of the past and by showing its relation to the development of present and probable future conditions.

The laboratory method of teaching this subject is used. Students are required to obtain their information from various sources, such as magazines, newspapers and recently published works.

In pursuing this course emphasis is placed upon the history and development of local industries, and students are required to make visits to business houses and manufacturing plants of various kinds. Each student is required to make an independent written study of some one of these local industries.

Economics

Mr. SPROUL

Economic phenomena are at present much more definite and numerous than in the early times, when communities were equipped for war rather than for industry. The aim of this course is to provide the student with a thorough knowledge of the intricacies of the social system by which he is environed, and the best methods of interesting younger pupils in the practical problems of modern community life. The value of this course is also increased by a study of the application of economic principles to current civic problems and legislation concerning them.

In this connection students are required to make an intensive study of some phase of social economics. Opportunity for this is afforded through the co-operation of the Associated Charities of Salem. At the end of the course students present the result of their research in the form of a comprehensive thesis.

An extensive outside reading course is being conducted as a part of this work. By means of a card designed for the purpose an accurate account of each student's reading is kept on file, together with his criticism of the work read.

A suitable library, containing works relating to the subject of economics, is at the disposal of the students.

Commercial Law

Mr. SPROUL

The whole scheme of commercial activity is regulated and controlled by the laws of business, and the character and integrity of business conduct are defined by these laws. The aim of this course is to give the student a knowledge of the essentials of commercial law, and to develop the best methods

for imparting this knowledge to others. The work of the text-book is supplemented by real or hypothetical "cases," in which the law principles learned are applied.

A library of commercial law text-books is at the disposal of the students.

Bookkeeping and Accounting

MR. SPROUL

Accountancy is the backbone of commercial education. In its elementary form and application it is largely clerical and conventional in its nature, this elemental work constituting the bookkeeping of our high school courses. In its advanced principles it is a creative and interpretative study of economic development and of the business activities and relationships of members of society.

As *bookkeeping*, the pupil is taught the causes and effects of business exchange; the proper recording of business changes; the tools of business, *i.e.*, the common commercial documents and instruments; the proper preservation of all business evidence, — internal and external, — emphasizing clerical exactness and facility; and labor-saving expedients, — special columns, books, etc.

As *accounting*, there are presented and illustrated the construction of accounts; the principles involved in the distribution of results of business changes; the interpretation of business statements; the equitable settlement of financial controversies; the operation of cost-finding systems; value of financial statistics; and the theory and practice of auditing.

The course covers class and individual instruction, business practice, with offices, — intercommunication office practice with the Salem Commercial School, — and a limited amount of work under actual office conditions in business houses in Salem and Boston.

Commercial Arithmetic

MISS ROLLINSON

Arithmetic is closely correlated with bookkeeping, and helps to interpret the commercial aspects of such subjects as geography, transportation, finance and economics.

The aim of this course is (1) to perfect the pupil in the application of mathematical principles and processes to practical business affairs, with the belief that the materials representing real conditions and situations can be made to furnish a truly rational presentation of these principles and processes. (2) As a course in theory and methods of teaching it is designed to emphasize and illustrate the principle that to be of value any topic must appeal to the individual in such a way as to excite his interest; that the pupil becomes interested in problems arising from the community interests, the home, or his field of labor or recreation.

Shorthand

MISS ROLLINSON

In the presentation of the work during the first two years special attention is given to the underlying principles of shorthand and to the forming of clear, concise statements of the application of these principles. Mastery of word signs forms one of the essentials of the course. The professional side of the subject is considered throughout the three years, but is emphasized in the senior year by discussions of teaching principles; by the examination of various shorthand systems and texts; by the study of pedagogical works on the subject of shorthand; and by work in methods and plans. Opportunity for observation and practice teaching is given in the high schools where the students obtain their training.

The course is outlined as follows:—

Junior year	{ Professional study of principles Dictation of simple matter Shorthand reading work
Middle year	{ Review of principles Dictation of difficult matter Speed work Reading of classics in shorthand
Senior year	{ Review of principles Comparison of texts Method work Plan work Observation and practice teaching



TYPEWRITING ROOM

Typewriting

Miss MORSE

The work in typewriting is distributed over the three years of the commercial course, and aims, primarily, to make of each student a high-grade touch operator. Students are made familiar with the various standard typewriting machines, as well as with such office appliances as are in general use, — the letterpress, neostyle, multigraph, etc. During the last year opportunity is given to each student to do some practical office work by serving as amanuensis to some member of the faculty.

The professional work of the course runs parallel with the practical work until the last year, when the problems of planning courses of study for different groups of students and for different conditions, together with the methods to be employed, are discussed.

Penmanship

Mr. DONER

The aims, methods and matter of this course are stated on page 37, except that in the commercial department a course of instruction suitable for high instead of elementary school pupils is presented during the senior year.

SUMMER INSTITUTE

An institute for teachers of commercial subjects was held at the school during the last week in August, 1913. The work included: the consideration of the aims of commercial education; the discussion of special methods employed in teaching the technical subjects of the commercial course; general and inspirational lectures, each evening, by authorities on commercial education; excursions and other opportunities for recreation. The papers presented have been published in a volume of proceedings.

About one hundred and fifty different persons were present, including ninety-five teachers. The latter represented sixty-eight different cities and towns, nineteen of which are outside Massachusetts. In the opinion of those in attendance an institute of this nature should be held in 1915.

LECTURES

Since the issue of last year's catalogue the teachers and students have had the privilege of listening to the following lectures and concerts: —

Some of the Broader Aspects of Teaching	Dr. Charles A. McMurry
The Effects of Alcohol on the Human System	Dr. Richard C. Cabot
The Industrial Education of Girls	Arthur D. Dean
Switzerland (illustrated)	Lewis W. Newell
The Influence of Lincoln	Dr. Edward Cummings
Annual concert	Glee Club
Three Ideals of Education	Dr. W. E. B. DuBois
Self-culture through the Vocation	Edward Howard Griggs
Some New Methods in Education	L. R. Alderman, Oregon; J. H. Francis, California; Charles S. Meek, Idaho
Reading from Tennyson	Clarence A. Brodeur
Memorial Day address	Rev. W. F. Dusseault
Graduation address: An Enlightened Selfishness	Henry Turner Bailey
Physiology and Hygiene in the Elementary School	Etta M. G. Luce
Works and Days	Dr. Hamilton Wright Mabie
Larger Purposes in teaching Literature	Dr. Thomas H. Briggs
The Function of the Training School	Dr. Charles A. McMurry
Influences of Geographical Environment	William M. Davis
Some Aims in teaching Elementary School Geography	Richard E. Dodge
The Tales of Hoffmann	Habrah W. L. Hubbard

THE MANAGEMENT OF THE SCHOOL

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders, rather than governors and masters. They will not withhold advice, admonition and reproof, if needed; but their work in such lines will be done with individuals, and in the most helpful and generous spirit. Those students who, after full and patient trial, are found unworthy of such consideration, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who by no fault of their own, but by the misfortune of conspicuous inaptitude, through physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal and two other members of the faculty, and members chosen by each division of the senior, middle and junior classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

Attendance and Conduct

1. Regular and prompt attendance at all sessions of the school is expected of every student. Those who find it necessary to be absent for more than two or three days should so inform the principal. For all avoidable absence — including that for teaching as substitutes — the permission of the principal must be obtained in advance.

Students who are withdrawing from the school must inform the principal of their decision, and must return all the books and other property of the school which are charged to them. Those who fail to do so promptly must not expect any recommendation or indorsement from the school.

Any property of the school which is lost or seriously injured by students must be paid for by them.

2. Students boarding in this vicinity, away from their parents, whether over or under legal age, must keep the principal informed of their addresses. All boarding places are subject to the judgment of the principal.

As the school has no dormitory, those who receive its students into their homes must of necessity assume responsibility for the conduct of the young men or women thus placed in their charge in the same measure as would be required of teachers in charge of a dormitory. They are therefore requested to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered improper in a well-regulated dormitory.

Expenses, Aid, Board, etc.

Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of \$50 per year, of which sum one-half is due September 10 and the other half February 1. Textbooks and supplies are free, as in the public schools. Articles used in school work which students may desire to own will be furnished at cost. Students who come to Salem to board are advised to bring with them such textbooks of recent date as they may own.

To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing, to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished to residents of Salem, nor during the first half-year of attendance at the school.

Through the generosity of members of the faculty and graduates of the school several funds have been established, all of which, by vote of the Salem Normal School Association, are

administered by the principal as loan funds. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the Students' Benefit Fund are other funds, founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Prof. Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; and to Dr. Walter P. Beckwith, principal from 1895 to 1905. The total amount of money now available is about \$2,000. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

The expense of board is moderate. Two students rooming together can usually find accommodations within easy distance of the school, including light and heat, at prices ranging upward from \$5.50 each, per week. A list of places where board may be obtained is kept at the school, and reasonable aid will be given to students who are seeking boarding places. It is advisable to make inquiries some time before the beginning of the school year.

A lunch counter and restaurant are maintained in the building, from which is served at noon each school day a good variety of wholesome and attractive food, at very reasonable prices.

Employment for Graduates

The increase in the number of normal school graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers, but even at the present time they constitute less than sixty per cent. of all the teachers in the State, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. Although the school does not undertake to guarantee positions to its

students, it is a fact that graduates of any department are rarely without positions three months after graduation. The principal takes pleasure in assisting them to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities. He also wishes to be kept informed concerning the degree of success in teaching of former students.

Scholarships for Graduates

There are offered at Harvard University four scholarships, each of an annual value of \$150, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States.

Notices to School Officials

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the building and equipment, or to attend the exercises in its classrooms or training schools at any time and without ceremony.

During the summer vacation, some person qualified to give information regarding the school, its work and the conditions of admission will be at the building each forenoon except Saturday. Requests for catalogues are always promptly honored.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

GENERAL INFORMATION

Historical Sketch

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer streets. This was enlarged and improved in 1860, and again in 1871. After

twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. A new training school building was occupied for the first time December 2, 1913. The site, buildings and equipment represent an expenditure of \$500,000; and it is believed that the Commonwealth here possesses an educational plant as complete and convenient as any of its kind in this country.

Decorations

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty and other friends of the school, and all these have been selected with great care and artistic judgment, so that the whole is harmonious.

The Teachers and Students

The school during its history has had five principals and ninety-one assistant teachers. The development of the practice schools began in 1897, and with them fifty-two persons have been connected as teachers. Twenty teachers are now required in the normal school and nine in the training schools.

Nearly sixty-five hundred students have attended the school. The proportion of those who complete the course has been increasing steadily in recent years.

The Location and Attractions of Salem

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting

with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston & Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

REGISTER OF STUDENTS

1913-1914

Graduates,—Class XCVIII,—June 17, 1913

ELEMENTARY COURSE.

Anderson, Edith Mathilda	Salem
Appleton, Florence Alice	Beverly
Bassett, Clara Louise	Marblehead
Blanchard, Mina Anna	Amesbury
Bloomer, Fannie Reynolds	Malden
Boyle, Alice Gertrude	Amesbury
Buffum, Dorothy May	Danvers
Cahoon, Margaret Cecilia	Gloucester
Carrier, Caroline Joanna	Charlemonst
Clark, Elizabeth Constance	Gloucester
Clifford, Ruth Isabel	Revere
Comer, Mary Ann	Lynn
Crowell, Harlan Dunn	Salem
Curry, Catherine Teresa	Lynn
Dame, Rubie Lillian	South Chelmsford
Davis, Claire Veronica	Salem
DeAvellar, Anna Louise	Medford
Deering, Mary Katherine	Beverly
Delaney, Mary Frances	Cambridge
DeLory, Evelyn Whitney	Beverly
Denton, Maude Holt	Danvers
Dewire, Mary Josephine	Somerville
Dinsmore, Helen Peach	Malden
Dodd, Sadie Frances	Beverly
Durling, Mivienne Averill	Lynn
Estee, Marion Frances	Somerville
Finlay, Hazel Melissa	Chelsea
Fitzgerald, Jetta Louise	Revere

Flagg, Pauline	Swampscott
- Flaherty, Katherine Ruth	Lynn
Fraser, Helen Genevieve	Revere
Gallagher, Mary Louise	Somerville
Gilmore, Cecilia Gertrude	Peabody
Glover, Alice May	Marblehead
Golden, Ida	Somerville
Griffiths, Alice Elizabeth	Somerville
Harrold, Beulah Christine	Marblehead
Higgins, Grace Imelda	Amesbury
Hill, Hortense Frances	Lynn
Hilliard, Mildred Jewell	East Kingston, N. H.
Hourihan, Nellie Veronica	Marblehead
Johnson, Mildred Aileen	Malden
Jordan, Mary Elizabeth	Newburyport
Joyce, Gerald Stanley	Gloucester
Kirby, Mary Beatrice	Danvers
Kotzen, Mary	Chelsea
Long, Helen Mary	Cambridge
Loschi, Mary	East Boston
Lyons, Helen Anna	Arlington
Maguire, Helena Margaret	Cambridge
Malcolm, Eliza	Cambridge
Maxwell, Alice Louise	Stoneham
McCarthy, Ellen Teresa	East Lynn
McCarthy, Mary Josephine	Lynn
McCarthy, Mary Elizabeth	Peabody
McCurdy, Edith Susan	Beverly
McFarland, Beatryce Mary	West Somerville
McInnis, Sarah Catherine	North Andover
Mitchell, Mildred Louise	Beverly
Moran, Katherine Irene	Cambridge
Morgan, Ellen Augusta	Lynn
Mulally, Anna Clementine	Danvers
Mullaley, Helen Esther	Stoneham
Mullins, Grace Frances	Cambridge
Murdock, Rita Annette	Chelsea
Murray, Henrietta	Beverly
Nason, Cora Mable	Manchester
O'Leary, Katharine Francesca	Peabody
O'Reilly, Sarah Louise	Cambridge
Palmer, Evelyn Mae	Lynn

Parsons, Rita Cushing	Newburyport
Patton, Elizabeth Mary	Chelsea
Perkins, Inez Margaret	Salem
Perkins, Mildred	Wenham
Pike, Nora Clair	Winthrop
Purinton, Edith May	Beverly
Putnam, Marion	Beverly
Regan, Helen Gertrude	Salem
Ricker, Doris Ames	East Lynn
Roberts, Franklin Campbell	North Andover
Roche, Marion Thecla	Salem
Rowe, Vera Edna	Marblehead
Schermerhorn, Ruth Elizabeth	Newburyport
Shattuck, Carrie Elmer	Pepperell
Stantial, Eunice May	Melrose
Strout, Margaret Dodge	Swampscott
Troy, Gertrude Roberta	South Boston
Ward, Mary Grace	Marblehead
Waterhouse, Olive Doane	Wakefield
Watson, Helen Mabelle	East Lynn
Wendell, Jessie Stuart	Lynn
Williams, Mary Elizabeth	Beverly
Wing, Beulah Amanda	Danvers
Wing, Laura Sheldon	Malden
Woodberry, Ruth Williams	Beverly
Zanetti, Louise	East Boston

COMMERCIAL COURSE

Three Years

Brown, Eliza Florence	Marblehead
Curtis, Madolin	Salem
Fitch, Marion Abbie	Sterling Junction
Foley, William Lawrence	Gloucester
Levy, Mary Genevieve	Danvers
McGlew, John James, Jr.	Newburyport
Powell, Charlotte Louise	Malden
Thomas, Winnifred Adelaide	Cambridge
Whitney, Rosalba	Brookline

CERTIFICATES FOR ONE YEAR'S WORK

Elementary Course

Crowley, Elizabeth Anna	Lynn
Grant, Editha May	Portsmouth, N. H.
Neall, Lena Fifield	Lynn
Tuttle, Manora	Sanbornville, N. H.

Commercial Course

Baird, Ethel Renewa	Mattapan
Beadle, Helen Josephine	Groveland
Fuller, Irene Margaret	Milford
Paine, Olive May	Hallowell, Me.

CERTIFICATE FOR TWO YEARS' WORK

Commercial Course

Harvey, Fred Harrison	Lynn
Long, Frederick Joseph	Salem

Students in the Elementary Course

SENIOR CLASS

Allen, Amelia Southworth	Lynn
Allen, Katharine	Malden
Aylward, Mary Ella	Salem
Bateman, Jessie Hale ¹	Georgetown
Beattie, Margaret	Somerville
Benjamin, Lea Josephine	Beverly
Bessom, Rachel Ursula	Lynn
Bray, Helen Crosby	Beverly
Bresnahan, Nora Veronica	Lynn
Bridge, Mary	Wakefield
Burnham, Elizabeth	Essex
Cairnes, Charlotte Margaret	Cambridge
Callahan, Esther Marie	Lynn
Campbell, Lorena King	East Lynn
Canfield, Anna Rose	Somerville
Carr, Florence Cowden	Stoneham
Cashman, Mary Theresa	Cambridge
Caulfield, Helen Frances	Salem
Clausmeyer, Helen Louise	West Roxbury
Cody, Margaret Ellen	Peabody

¹ Was a member of the school less than three months.

Coffey, Mary Agnes	Medford
Coffin, Anna Burroughs	Marblehead
Cohen, Annie	Roxbury
Cohn, Dorothy Reva	Malden
Colcord, Elizabeth Jacobs	Melrose
Commins, Lillian Frances	Somerville
Condon, Elizabeth	Salem
Connor, Madeline Elizabeth	Medford
Convery, Mary Ellen	Everett
Cotton, Rachel Ethridge	Malden
Cowden, Esther Brownell	Amesbury
Cox, Adeline Elizabeth	Dorchester
Curley, Teresa Mary	Marblehead
Currier, Ethel May	North Andover
Dalton, Grace Elizabeth	Cambridge
Del Gratta, Celia	West Everett
Dennehy, May Ann	Beverly
Dolan, Ada Vincentia	Medford
Dugmore, Ethel Frances	Medford
Ellis, Anna Louise	Peabody
FitzGerald, Lucy Agnes	Charlestown
Fletcher, Julia Esther	Malden
Fogg, Helen May	Methuen
Freeto, Elsie Warren	Marblehead
Galvin, Kathleen Matilda	Malden
Glines, Ruth Marguerite	Beverly
Godfrey, Rose Anna	Salem
Goldman, Ida Josephine	Salem
Goldsmith, Josephine Mildred	Dorchester
Grant, Marjorie Bethiah ¹	Portsmouth, N. H.
Hall, Adeline Frances	Wakefield
Hanley, Esther Marie	Belmont
Hanlon, Nellie Louise	Salem
Harrington, Alice Agnes	North Cambridge
Hay, Isabel Nelson	Lynn
Healey, Edythe Alana	Lynn
Hedberg, Hildegarde Beatrice	Malden
Henderson, Helen Esther	Boston
Higgins, Mary Alice	Lynn
Huntington, Flora Evelyn	Newburyport
Hyland, Marion Adelaide	Everett
Jeffs, Ruth Evelyn	Salem

¹ Was a member of the school less than three months.

Killion, Crescentia Madeline	Malden
Larcom, Lucy Marshall	Beverly
Learoyd, Helen	Danvers
Locke, Edna	Salem
Loring, Annie Gladys	Groveland
Lufkin, Ruth Louise	Gloucester
Lundgren, Eleanor Marie	Somerville
Lyness, Mary Grace	Lynn
MacKay, Gladys Margery	Cliftondale
MacKinnon, Lillah May	Newburyport
McCauley, Emma Frances	Salem
McElroy, Mary Teresa	Peabody
McGlone, Mary Louise	Peabody
McNally, Alice	Roxbury
Monaghan, Rose Ella	Salem
Morris, Mildred Bartlett	Siasconset
Murphy, Catherine Louise	Lynn
Murphy, Catherine Theresa	North Cambridge
Murray, Margaret Teresa	Beverly Farms
Nelson, Esther Ethel	Lynnfield
Noble, Grace Lambert	Beverly
Nolan, Mary Frances	Dorchester,
O'Brien, Helen Marie	Malden
O'Connor, Mary Angela	Cambridge
O'Grady, Mary Elizabeth	Salem
O'Keefe, Marie Louise	Salem
O'Loughlin, Mary Emma	Malden
Palmer, Jennie Carolyn	Cambridge
Payne, Elizabeth Perkins	Wakefield
Prime, Charlotte Katherine	Rowley
Randall, Mildred Frances	Amesbury
Reid, Bertha	North Reading
Riggs, Daisy May	Gloucester
Riordan, Julia May	Somerville
Rose, Anna Dorothy	Medford
della Sala, Elenora Bianca	Chelsea
Sands, Ethel May	Amesbury
Sawyer, Frances Arline	Lynn
Smith, Ethel Mae	Amesbury
Smith, Hettie Christina	Exeter, N. H.
Stetefeld, Marguerite Catherine Elizabeth	Somerville
Stetson, Harriette Endicott	Georgetown
St. Pierre, Eliza	Salem

Strandal, Hannah Christine	Pigeon Cove
Tenneson, Sadie Mathilda	Arlington Heights
Townsend, Henrietta	Prides Crossing
Tuttle, Abbie Frances	Sanbornville, N. H.
Twombly, May Abbie	Groveland
Walsh, Anna Rose	Somerville
Webster, Marion Pearson	Newburyport
Welsh, Josephine Elizabeth	Malden
Whelpley, Blanche Lottie	Arlington
Woolley, Rose Mary	West Lynn
Wright, Ivy Lou	Peabody

STUDENTS IN SECOND YEAR OF THREE-YEAR COURSE

Broughton, Anna Margaret	Cambridge
Bryant, Agnes Lee	Winthrop
Campbell, Adaline Catherine	Revere
Collins, Mary Hayden	Everett
Driscoll, Timothy John	North Andover
Eliason, Amelia Florence	Gloucester
Farrell, Esther	Chelsea
Fitts, Eva May	North Reading
Hill, Marion Ruth	Lynn
Kinsman, Clarice Hesson	East Lynn
MacKnight, Carolyn Martina	Revere
Manley, Helen Gertrude	Medford
Moore, Gladys Emma	Franklin Park
Neville, Azella Marie	Salem
O'Donnell, Della Louise ¹	Lynn
Oram, Lillian May	Lynnfield
Parsons, Ruth Isabel	Gloucester
Raymond, Lydia	Essex
Walden, Ola Belle Susie	Roxbury

ADVANCED COURSE, ONE-YEAR.

George, Ida May	Malden
Houriham, Nellie Veronica	Marblehead
McDade, Josephine Helen	Lawrence
Parsons, Helen Gaffney	Pigeon Cove
Randall, Beatrice Asenath	Somerville
Ward, Mary Grace	Marblehead
Williams, Mary Elizabeth	Beverly

¹ Was a member of the school less than three months.

JUNIOR CLASS

Adams, Lydia Osgood	Pittsfield, N. H.
Adams, Rachel Webster	Pittsfield, N. H.
Anderson, Helen Natalie	Everett
Ashby, Dorothy Rogers	Salem
Babson, Anna Sanborn	Pigeon Cove
Barrett, Nellie Temperly ¹	East Dedham
Bartlett, Elizabeth Phillips	Revere
Bassett, Elsa Lavinia	North Andover
Boyd, Lillian Maude	Chelsea
Breslasky, Bessie	Dorchester
Buchanan, Mary	Chelsea
Burbank, Marguerite Elizabeth	Amesbury
Burns, Julia Hilda	Gloucester
Burreby, Genevieve Lauretta	Peabody
Bursey, Grace Mae	Chelsea
Byron, Eleanor Marie	Peabody
Canning, Marion Louise	Lynn
Carroll, Josephine Mary ¹	Lynn
Chouinard, Amelia Victoria	Salem
Cochrane, Frances Agnes	Salem
Collins, Alice Winifred	Charlestown
Coyle, Ruperta Margaret	Wilder, Vt.
Cressy, Helen Butler	Beverly
Cummings, Elizabeth Mary	Salem
Cunningham, Elinor	West Somerville
Curry, Agnes Dolan	East Lynn
D'Entremont, Mary Ursula	Essex
Donaghue, Alice Eunice	Boston
Donovan, Alice Marie	Salem
Donovan, Helen Winifred	Salem
Driscoll, Helen Frances	Salem
Driver, Daisy Belle	North Andover
Durgin, Alice Townsend	Swampscott
Elliott, Olive Cressy	Beverly
Epstein, Ethel Rhoda	Dorchester
Everson, Mildred Frances	Saugus
Fallon, Ethel Mary	South Boston
Farr, Helen Margaret	Somerville
Farrell, Catharine Irene	Salem
Fitzgerald, Anna Marie	Cambridge

¹ Was a member of the school less than three months.

Galasso, Eva Victoria	Boston
Gelavitz, Sophia	Malden
Gibbs, Helen Pauline	Danvers
Grant, Mary Elizabeth	Merrimac
Griffin, Alice May	Peabody
Gross, Ethel Mae	Somerville
Haggett, Mary Louisa	South Boston
Hames, Florence Emma	Chelsea
Harnden, Dorothy Stacey	Lynn
Harrington, Anna Mabel	North Cambridge
Harris, Ruth Churchill	Chelsea
Hatch, Esther	Chelsea
Hedberg, Agnes Helena	Malden
Hines, Ruth Gladys	Beverly
Hogan, Charles Emerson	Salem
Horton, Lillian May	Gloucester
Igo, Ruth Frances	Cambridge
Innis, Mae Marguerite	West Somerville
Jordan, Helen Rose	Beverly
Kalker, Dorothy	Malden
Kalunian, Mary	Cambridge
Kane, Collette Angela	Somerville
Kane, Elizabeth Eustis	Newburyport
Kaplan, Frances	Boston
Keating, Agnes Mary	Somerville
Kelly, Teresa Elizabeth	South Groveland
Kelman, Arthur Raymond ¹	Danvers
Knight, Edna Florence ¹	Somerville
Laffey, Mary Alma	Cambridge
Leahy, Katharine Frances	North Cambridge
Lewis, Marion Frances	Kittery, Me.
Littlefield, Abbie May	East Lynn
Lorentzen, Laura	Gloucester
Loschi, Margaret	East Boston
Lovette, Maud Estella Frances	Everett†
Lowe, Anna Austin	East Lynn
Lundgren, Dorothy Louise	Somerville
Lyman, Carrie May	Methuen
Lynch, Anna Gertrude	South Boston
Lynch, Julia Frances	Peabody
Macadam, Charlotte Muriel	Dorchester
Magner, Alice Evelyn	Salem

¹ Was a member of the school less than three months.

Mahoney, Mary Alice	Cambridge
Malone, Odessa Marion	Chelsea
Marr, Helen Worcester	Newburyport
Martin, Jessie Campbell	Swampscott
McCann, Elizabeth Mary	Cambridge
McCarthy, Mary Clare	North Andover
McElroy, Helen Elizabeth	Peabody
McGrail, Mary Theresa	North Andover
McIntire, Mary Margaret	Salem
McKenna, Mary Louise	Somerville
McLean, Mary Elizabeth	Roxbury
McNally, Genevieve Elizabeth	Andover
Merrill, Grace E. ¹	Marblehead
Misite, Adelina Gertrude	South Boston
Moody, Pauline Frances	Lynn
Murdock, Rose Estelle	Chelsea
Murphy, Mary Josephine	Cambridge
Neales, Helen Neales	Chelsea
Nelson, Sinius Joseph	Gloucester
Nute, Zora ¹	Swampscott
O'Brien, Annie Elizabeth	Sharon
O'Connor, Helen Neilan	Revere
Parker, Eleanor Agnes	Malden
Patriquin, Marion Elizabeth	Lynn
Paul, Ethel May	Revere
Pearson, Anna Maria	Winthrop
Peebles, Fernald	Winthrop
Perkins, Ruth Adele	Melrose Highlands
Perry, Dorothy	Lynn
Pingree, Eleanor	South Hamilton
Porter, Marjorie Whitcomb	Swampscott
Prescott, Edith Gertrude	Salem
Prescott, Sara Beatrice	Cliftondale
Quinlan, Helen Gertrude	Reading
Roberts, Mildred Elinor	Hyde Park
Rock, Mary Theresa	Chelsea
Romkey, Alice Blanche	Winchester
Ryan, Sabina Margaret	Marblehead
Sailer, Ethel May	Lynn
Scheib, Ida Emilie	Arlington Heights
Schroeder, Florence Wilhelmina	Somerville

¹ Was a member of the school less than three months.

Schultze, Faith Hurlburt	Northfield
Sewell, Alta Marie	Lynn
Simpson, Beatrice Alethea	East Lynn
Smith, Inez Evelyn	Rowley
Spinney, Sibyl Iona	Chelsea
Stamper, Lucy Elliot	Salem
Stevens, Irene	Newburyport
Sullivan, Alice Marie	Dorchester
Sullivan, Eleanor Josephine	West Lynn
Sweezey, Olive Lora	Franklin Park
Sweezey, Rena Vivian	Franklin Park
Talbot, Mary Elizabeth	West Lynn
Tarbox, Pauline Elizabeth	Malden
Thacher, Olive Wilson	Beverly
Torngren, Lillie Tekla Alfreda	Beverly
Turner, Gilbert West	Salem
Turner, Mary Evelyn	Lynn
Wade, Mary Foster	Ipswich
Wedger, Mildred	Chelsea
Wheaton, Edith Gertrude	Malden
White, Richard James, Jr.	Lynn
Wiley, Ruth	Wakefield
Wolfe, Izetta Rae ¹	Gloucester
Wood, Marion Isabel	Cambridge
Woodward, Rowena May	Amesbury

Students in Commercial Course

SENIOR CLASS

Brooks, Walter Roland	Ipswich
Campbell, Mildred Ward	Middleton
Carter, Ruth Hixon	Winchendon
Chase, Lenox Elspeth	Amesbury
Coman, Clara Louise	Putnam, Conn.
Cromwell, Marion Judson	Chelsea
Hatch, Pearl Catherine	Middleton
Hutchinson, Myron Robin	Salem
Johnson, Hazeltine Robinson	Peabody
Kelly, Marion	Everett
Lamb, Emma Jennie	Orange
McLaughlin, Sarah Jane	Nahant
Moriarty, Marion Agnes	Danvers

¹ Was a member of the school less than three months./

Mulally, Loretta Marion	Danvers
Parziale, Anna Cecelia	Chelsea
Poland, Emma	Nahant
Rankin, Austin Mäder	Beverly
Richards, Edmund Francis	Peabody
Smith, Faustina Elena	Newburyport
Vaile, Margaret Helen	Danvers
Williams, Georgiana	East Wenham

STUDENTS IN SECOND YEAR OF THREE-YEAR COURSE

Adams, Persis Florence	Franklin
Badger, Marie	Framingham
Barrett, William Francois	Lowell
Currier, Ruth Harriet	Newburyport
Donovan, Alice Elizabeth	Wakefield
Hiatt, Ruth Frances	Malden
Howard, Ethel Gertrude	Winthrop
Knowlton, Elsie Olive	Pigeon Cove
Levine, Rosa	Dorchester
Lind, Inez Elizabeth	Malden
Mangan, Lucy May	Pittsfield
Mansfield, Ruby Blanche	Reading
Martin, Alice Leona	Malden
McDonald, Beatrice Magdeline	Cambridge
McGill, Frances Catherine	Pittsfield
O'Rourke, Charles Philip	Peabody
Phelps, Ethelind Mary	Lynn
Pierce, Lester Ward	Salem
Reed, Lois Jane	Everett
Rigby, Alice Nathalie	Melrose
Shields, Hazel Dean	Melrose
de Sloovere, Teresa	Webster
Turner, Andreas Wesley Sproule	Lynn
Waite, Viola	Malden

STUDENTS IN SECOND YEAR OF TWO-YEAR COURSE

Hall, Annie	Waltham
McCoy, Frank E.	Lynn
Olson, Charles Clarence	Revere

SPECIAL STUDENTS, ONE-YEAR COURSE

Hinckley, Clara Louise	Boston
Hood, Mildred	Brighton
Jones, Eva Alberta Martha	Salem
McSweeny, Grace Catherine	Pittsfield
Renfrew, Marion	Dorchester

SPECIAL STUDENTS, TWO-YEAR COURSE

Butler, Hazel Belle	Hingham
Lynch, Rosamond Frances Ursula	Danvers
Nichols, Mildred Ida ¹	Groveland
Robbins, Helen Josephine	Swampscott
Simonean, Toross	Chelsea

JUNIOR CLASS

Adams, George A. ¹	Salem
Banyea, Bessie Marguerite	Fitchburg
Bresee, Clarence Douglas	Dorchester
Burke, Joseph Michael	Lynn
Callaghan, Margaret Agatha	North Easton
Cameron, William Smith	Gloucester
Clark, Frank Melvin	Everett
Donovan, Kathleen Elizabeth	Newburyport
Elliott, Nettie Edna	Stoneham
Gilmore, Frank John	Peabody
Goodell, John Francis, Jr.	Peabody
Harris, Marjorie Linda	Melrose
Hickey, Mary Catharine Margaret	Cambridge
Holland, Katherine Elizabeth	Charlestown
Holmes, Adaline Maud	Waquoit
Horan, Mary Gertrude	Hamilton
Keefe, Arthur Ignatius	Charlestown
King, Georgiana	North Attleborough
Lisk, Agnes Anna	Smiths
McCarthy, Alice Rita	Ayer
Millard, Leslie Cooper	Ipswich
Parks, Walter Everett	Gloucester
Potter, Mae Alice	Newburyport

¹ Was a member of the school less than three months.

Ross, Gertrude Margaret	Salem
Stanton, Sturgis Towne	Beverly
Stuart, Mae Claire	Newton
Taggart, Gwendolyn Eva	West Rindge, N. H.
Tenney, Constance Mary	West Newton
Winchester, Elizabeth Billings	Peabody

Summary

Students of the elementary course	283
Special students, elementary course	7
Students of the commercial course	74
Special students, commercial course	13
	<hr/>
	377
Whole number of students from opening of school	6,462
Whole number of graduates	3,423
Number of certificates for special course of one or two years	126



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STANDARD
LIBRARY
JUL 10
1915

STATE NORMAL SCHOOL MALEM MASSACHUSETTS



SIXTY-FIRST YEAR

1914-1915

UNIVERSITY OF THE
1 JUN 1915

STATE NORMAL SCHOOL SALEM MASSACHUSETTS



SIXTY-FIRST YEAR

1914 - 1915

APPROVED BY
THE STATE BOARD OF PUBLICATION.

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INSTRUCTORS

The Normal School

JOSEPH ASBURY PITMAN	PRINCIPAL
Pedagogy	
HARRIET LAURA MARTIN	Librarian. Library practice
JESSIE PUTNAM LEAROYD	English
CHARLES FREDERICK WHITNEY	Practical arts and fine arts
MARY ALICE WARREN	Physical training, physiology and hygiene
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HELEN HOOD ROGERS	Children's literature, reading
FRED WILLIS ARCHIBALD	Music
HARRIET EMMA PEET	Literature, arithmetic
LOUISE CAROLINE WELLMAN	Secretary
SUMNER WEBSTER CUSHING, S.B., A.M.	Geography, geography of commerce, industrial geography, commercial literature
CHARLES ELMER DONER	Penmanship
ETHEL ALMIRA MORSE, B.A.	Typewriting, correspondence, shorthand
GENORIE PALMER SOLOMON	Assistant, manual arts and geography
ALEXANDER HUGH SPROUL, B.S., M.S.	Bookkeeping, commercial law, economics, history of commerce, pedagogy
ETHEL AUGUSTA ROLLINSON	Shorthand, bookkeeping, commercial arithmetic
LAURA TURNER COOPER, B.A., M.A.	History and social science
CARRIE BERYL JOHNSON	Assistant, arithmetic and reading
LYMAN RICHARDS ALLEN, S.B.	Psychology
WALTER GEORGE WHITMAN, A.B., A.M.	Practical science
— — — — —	Assistant, English and history

The Training School

LYMAN RICHARDS ALLEN, S.B.	Director
CLARENCE STODDARD GOLDSMITH	Assistant to the director
Practical arts	
AMALIE KNOBEL	Grade 8
BERTHA MAYO AREY	Grades 7 and 6
MAY LILLIAN PERHAM	Grades 5 and 4
MARY ELIZABETH JAMES	Grades 3 and 2
GERTRUDE ISABEL BIGELOW	Grade 1 and kindergarten
KATHRYN MARIE DONOVAN	Kindergartner and assistant in primary grades
EDITH MARION CHILDS	Household arts; assistant in intermediate grades

The Farms School, Marblehead

EDITHA MAY GRANT	Ungraded
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OFFICERS

Officers of the Salem Normal Association, 1913-1916

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Mrs. ALICE GATES OSBORN, Peabody (Class LXXII.)	<i>Vice-President</i>
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LAURA T. COOPER	
GENORIE P. SOLOMON	
ELSA L. BASSETT	} <i>Senior Class</i>
VIOLA WAITT	
CHARLOTTE M. MACADAM	
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Officers of the Musical Clubs

GLEE CLUB

ELIZABETH WINCHESTER	<i>Secretary</i>
HELEN N. O'CONNOR	<i>Treasurer</i>
ELSA L. BASSETT	<i>Librarian</i>

ORCHESTRA

HAZEL D. SHIELDS	<i>Secretary and Treasurer</i>
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CALENDAR FOR 1915 = 1916

Spring Recess

From close of school on Friday, February 26, 1915, to Monday, March 8, 1915,
at 9.30 A.M.

From close of school on Friday, April 30, 1915, to Monday, May 10, 1915,
at 9.30 A.M.

Graduation Week, 1915

Saturday afternoon and evening, June 19, the class play

Tuesday morning, June 22, at 10.30 o'clock, graduation

Tuesday evening, June 22, reception of the graduating class

Wednesday evening, June 23, the class banquet

Beginning of School Year

Thursday, September 9, 1915, at 9.30 A.M.

Thanksgiving Recess

From Wednesday, 12.30 P.M., preceding Thanksgiving Day, to the following
Tuesday, at 9.30 A.M.

Christmas Recess

From 3 P.M. on Thursday, December 23, 1915, to Monday, January 3, 1916,
at 9.30 A.M.

Beginning of Second Half Year

Monday, January 31, 1916

Spring Recess

From close of school on Friday, February 25, 1916, to Monday, March 6, 1916,
at 9.30 A.M.

From close of school on Friday, April 28, 1916, to Monday, May 8, 1916, at
9.30 A.M.

Graduation

Tuesday, June 20, 1916, at 10.30 A.M.

Entrance Examinations

1915

Thursday and Friday, June 24 and 25
Tuesday and Wednesday, September 7 and 8

1916

Thursday and Friday, June 22 and 23
Tuesday and Wednesday, September 5 and 6
(For hours and order, see pages 15 and 16)

NOTE. — The daily sessions of the school are from 9.30 to 12.35 and from 1.35 to 3 o'clock. The regular weekly holiday of both the normal and the training school is on Saturday. The telephone call of the normal school is Salem, 375; of the training school, Salem, 344. The principal's residence is at 260 Lafayette Street, and his telephone call is Salem, 943.

STATE NORMAL SCHOOL

SALEM, MASSACHUSETTS

AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore no student may be admitted to or retained in the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time permits and the claims of professional training demand. The subjects of the elementary curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of physiology and of psychology from a professional standpoint; the principles of education upon which all good teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

APPLICATION FOR ADMISSION

It is advisable that application be made soon after January 1, and that certificates be forwarded early in June. As far as possible, examinations should be taken in June.

REQUIREMENTS FOR ADMISSION

The admission requirements as given below will be in effect after January 1, 1916. For 1915 the admission requirements will be the same as for 1914.

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B" and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

- (1) English literature and composition 3 units

B. *Elective Subjects.* — At least 7 units from the following subjects: —

- | | |
|---------------------------------------------------|-------------------------|
| (2) Algebra | 1 unit |
| (3) Geometry | 1 unit |
| (4) History | 1, 2 or 3 units |
| (5) Latin | 2, 3 or 4 units |
| (6) French | 2 or 3 units |
| (7) German | 2 or 3 units |
| (8) Physics | 1 unit |
| (9) Chemistry | 1 unit |
| (10) Biology, botany or zoölogy | $\frac{1}{2}$ or 1 unit |
| (11) Physical geography | $\frac{1}{2}$ or 1 unit |
| (12) Physiology and hygiene | $\frac{1}{2}$ or 1 unit |
| (13) General science | $\frac{1}{2}$ or 1 unit |
| (14) Drawing | $\frac{1}{2}$ or 1 unit |
| (15) Household arts | 1 or 2 units |
| (16) Manual training | 1 unit |
| (17) Stenography, including typewriting | 1 or 2 units |
| (18) Bookkeeping | 1 unit |
| (19) Commercial geography | $\frac{1}{2}$ or 1 unit |
| (20) Arithmetic | $\frac{1}{2}$ or 1 unit |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant representing work in addition to that for which credit is gained by examination or certification.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for

admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards the total of 10 units under "A" and "B." In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (a) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a

special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students and as special students as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

SCHEDULE OF ENTRANCE EXAMINATIONS

THURSDAY, JUNE 24, 1915

<i>Morning</i>		<i>Afternoon</i>	
8.30– 8.45	Registration	1.30–2.30	Geometry
8.45–10.30	English literature and composition	2.30–4.00	Latin, arithmetic
10.30–11.30	History	4.00–5.00	General science
11.30–12.30	Algebra		

FRIDAY, JUNE 25, 1915

<i>Morning</i>		<i>Afternoon</i>	
8.15- 8.30	Registration	1.30-2.30	Chemistry, physics
8.30- 9.30	Drawing, stenography	2.30-3.30	Physiology, bookkeeping
9.30-11.00	French, German, Current events	3.30-4.30	Biology, botany, zoölogy
11.00-12.00	Physical geography, commercial geography	4.30-5.30	Household arts or manual training

TUESDAY, SEPTEMBER 7, 1915

<i>Morning</i>		<i>Afternoon</i>	
8.30- 8.45	Registration	1.30-2.30	Geometry
8.45-10.30	English literature and composition	2.30-4.00	Latin, arithmetic
10.30-11.30	History	4.00-5.00	General science
11.30-12.30	Algebra		

WEDNESDAY, SEPTEMBER 8, 1915

<i>Morning</i>		<i>Afternoon</i>	
8.15- 8.30	Registration	1.30-2.30	Chemistry, physics
8.30- 9.30	Drawing, stenography	2.30-3.30	Physiology, bookkeeping
9.30-11.00	French, German, current events	3.30-4.30	Biology, botany, zoölogy
11.00-12.00	Physical geography, commercial geography	4.30-5.30	Household arts or manual training

REQUIREMENTS FOR ADMISSION TO THE COMMERCIAL DEPARTMENT

The requirements for admission to the prescribed course of four years are the same as for students who apply for admission to the elementary department.

Graduates of colleges, and graduates of normal schools who have had at least two years of satisfactory experience in teaching, may be admitted to special elective courses of one year.

Graduates of normal schools who have had no experience in teaching, graduates of private commercial schools who present either diplomas from approved high schools or the equivalent, and who have had at least one year's experience in teaching

or in business, and other persons presenting evidence of proper fitness and at least two years of satisfactory experience in teaching or in business, may be admitted to special elective courses of two years.

Graduates from the full course will receive diplomas. Appropriate certificates will be awarded to special students who complete approved courses of study. Students who present full equivalents of prescribed courses may be admitted to advanced standing.

CONDITIONS OF GRADUATION

The satisfactory accomplishment of the academic work of the course does not constitute a complete title to the diploma of the school. The power of the student to teach — judged from his personality and his efficiency in practice teaching — is so important that one who is manifestly unable to do so will not be graduated, whatever his academic standing may be.

THE OBSERVATION AND TRAINING DEPARTMENT

The Commercial Department. — The necessary opportunity for observation and practice teaching for students in this department is afforded in the Gloucester High School, the Lynn English High School, the Newton Technical High School, the Washington Grammar School, Beverly, and the Salem Commercial School.

Business practice is obtained in the offices of several important firms and banks in Boston and Salem.

The Elementary and the Intermediate Departments. — In co-operation with the school committee of the city of Salem, the normal school maintains a training school, beginning with a kindergarten and fitting pupils for the high school. The training school is conducted in a new building especially designed for its purpose. Besides thirty classrooms it contains an assembly hall, a library and rooms for woodworking, printing, bookbinding and household arts.

In planning the instruction in this school the aim is to connect it as closely as possible with the work in the normal

school, to the end that the methods of teaching here may exemplify the theory which the normal school students are taught. A large part of the instruction in the training school is either supervised or actually given by normal school teachers, and the work in the normal school in particular subjects, as well as in the theory of education, is based largely on directed observation in the training department.

The work of the supervising teachers in the training department includes responsibility for the progress and discipline of pupils and the continuity and efficiency of the lesson preparation and classroom instruction of the student teachers, subject to the general direction and advice of the director of the school.

Opportunity is provided for students who intend to teach in the first grade to observe in the kindergarten, in order that they may become familiar with the theory and methods of the kindergarten and its relations to the rest of the elementary school system. All students who wish it have the opportunity to teach in our model ungraded school in Marblehead. Arrangements have been made, also, for the seniors to gain a considerable amount of experience in teaching in the schools of Beverly, Newton and Salem.

CURRICULA FOR ELEMENTARY, INTERMEDIATE, AND COMMERCIAL DEPARTMENTS

A. Elementary Department

Designed primarily for students preparing to teach in first six grades of elementary schools

A period is forty minutes in length

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
English Language 1	36	2	—	2 to 3 hours
English Language 8	36	1	—	1 hour
English Language 9	36	2	—	1½ hours
Literature 1	36	2	—	2½ hours
Arithmetic 1	36	3	—	2 to 3 hours
Geography 1	36	4	Occasional field trips	4 hours
History and Social Science 1 .	36	2		—	2 hours
Music 1	36	1	—	1 hour
Music 4	36	1	—	None
Education 1	36	3	—	3 hours
Library Study	15	1	1	1 hour
Practical Arts 1	36	3	—	1 hour
Fine Arts 1				
Physical Education 1	36	3	—	None
<i>Second Year</i>				
English Language 2	26	2	—	2 hours
Literature 2	26	2	—	2 to 3 hours
History and Social Science 2 .	26	2	—	2 hours
Physical Education 4	26	2	—	2 hours
Music 2	26	1	—	1 hour
Music 4	26	1	—	None
Education 2	26	1	—	2 hours
English Language 10	26	2	—	1 hour
Nature Study	26	4	—	4 to 5 hours
Practical Science 1	26	2	—	2 hours
Practical Arts 2	26	2	—	2 hours
Fine Arts 2				
Physical Education 2	26	3	—	None
Education 6	10	Entire time	—	—

B. Intermediate Department

Designed for students preparing to teach in grades 7, 8 and 9

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
Identical with first year of A				
<i>Second Year</i>				
English Language 3	26	2	—	2 to 3 hours
Literature 2	26	2	—	2 to 3 hours
Arithmetic 2	26	3	—	3 to 4 hours
Geography 2	26	3	Occasional field trips	3 hours
History and Social Science 3 .	26	2		—	2 hours
Music 3	26	1	—	1 hour
Music 4	26	1	—	None
Practical Science 1	26	2	—	2 hours
English Language 11	26	2	—	1 hour
Practical Arts 3	26	2	—	2 hours
Fine Arts 3				
Physical Education 3	26	3	—	None
Education 7	10	Entire time	—	—
<i>Third Year</i>				
English Language 4	26	2	3	None
Literature 3	26	2	—	2 to 3 hours
Geography 3	26	4	—	6 hours
Practical Science 4	26	4	—	4 hours
History and Social Science 4 .	26	4	—	4 hours
Practical Arts 4	26	4	—	2 hours
Fine Arts 4				
Education 3	26	4	—	4 hours
Physical Education 5	26	2	—	2 hours
Music 4	26	1	—	None
Education 7	10	Entire time	—	—

C. Commercial Department

Designed for students preparing to teach in high schools of commerce or commercial departments in high schools

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
English Language 5	36	2	—	2 hours
Shorthand 1	36	4	—	5 hours
Typewriting 1	36	5	—	None
History and Social Science 5 .	36	2	—	2 hours
Geography 4	36	2	—	2 hours
Practical Science 5	36	2	—	2 hours
Bookkeeping 1	36	2	—	3 hours
Bookkeeping 1a	36	1	—	1½ hours
English Language 12	36	1	—	1 hour
Physical Education 6	36	1	—	1½ hours
Music 4	36	1	—	None
<i>Second Year</i>				
English Language 6	36	2	Frequent conference	2 to 3 hours
English Language 7	36	1	—	1½ hours
Shorthand 2	36	3	—	4 hours
Typewriting 2	36	3	—	½ hour
History and Social Science 6 .	36	3	—	3 hours
Arithmetic 3	36	2	—	3 hours
Geography 5	36	2	—	3 hours
Bookkeeping 2	36	3	—	4½ hours
Education 4	36	3	—	3 to 4 hours
English Language 13	36	1	—	1 hour
Music 4	36	1	—	None
<i>Third Year</i>				
Business practice under the gen- eral supervision of the school				

Commercial Department — Concluded.

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>Fourth Year</i>				
Literature 5	26	2	—	2 to 3 hours
Literature 6	26	2	—	2 hours
Shorthand 3	26	3	—	4 hours
Typewriting 3	26	3	—	2 hours
History and Social Science 9 .	26	2	—	2½ hours
History and Social Science 7 .	13	3	—	4 hours
History and Social Science 8 .	13	3	— ¹	4 hours
Geography 6	26	2	—	2 hours
English Language 14 . . .	26	1	—	1 hour
Bookkeeping 3	26	3	—	4½ hours
Education 5	26	2	—	2 hours
Music 4	26	1	—	None
Education 8	10	Entire time	—	—

¹ An afternoon every third week for studying a local industry first hand

Elective for One-year Special Course

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
Shorthand 4	26 to 36	5	—	8 hours
Shorthand 5	26 to 36	1	—	1½ hours
Typewriting 4	26 to 36	5	—	2 to 3 hours ¹
Bookkeeping 4	26 to 36	2	—	2 hours
Bookkeeping 4a	26 to 36	2	—	2 hours

¹ Second half year

Courses for elementary school teachers are marked A; for intermediate school teachers, B; for commercial teachers, C.

ENGLISH LANGUAGE

English Language 1. (A, B.) Language lessons and composition in the first six grades. Discussion, reading, written work, criticism, conference. Miss LEAROYD and Miss —.

First year. Two recitations and two to three hours of preparation weekly.

Individual training in clear and effective speech and writing; principles of language studied chiefly as a foundation for teaching; aims and methods in teaching English; type lessons.

English Language 2. (A.) Teaching of English in the first six grades. Discussion, reading, written work, conference. Miss LEAROYD.

Second year. Two recitations and two hours of preparation weekly.

Definite lesson plans for each grade, illustrating different lines of work; practice in adapting stories and other material for use in schools; study of good language books and books on the teaching of English.

English Language 3. (B.) Composition. Discussion, reading, themes, criticism, conference. Miss LEAROYD.

Second year. Two recitations and two to three hours of preparation weekly.

Aim: to give systematic and advanced instruction in English and training in oral and written composition. Narration, description, exposition.

English Language 4. (B.) Teaching of English in grades 7, 8 and 9. Miss LEAROYD.

Third year. Two recitations and two to three laboratory periods weekly.

Discussion of subject-matter and methods of training in use at present; selection and organization of material to accomplish definite aims; a systematic and typical course of lessons worked out for one of the upper grades.

English Language 5. (C.) Rhetoric and composition. Themes, criticism, dictation, correction of papers, conference. Miss LEAROYD.

First year. Two recitations and two hours of preparation weekly.

Study of the paragraph, the sentence (including grammar); words; the study of models; oral and written composition; spelling and definition; punctuation and capitalization. Aims: clear thinking and effective speech and writing.

English Language 6. (C.) Exposition, description, narration. Miss LEAROYD.

Second year. Two recitations and two to three hours of preparation weekly, and frequent conferences.

Collecting and organizing material and presenting it in oral or written form. Reading specimens of prose composition, short stories, magazines. Many short

and frequent long themes; training in securing and holding the attention of the class by reading aloud, giving abstracts of stories and of other reading, criticism, etc. Correct use and practice in dictation. Aims: clear, full and interesting presentation.

English Language 7. (C.) Business English and correspondence. Miss MORSE.

Second year. One recitation and one and one-half hours of preparation weekly.

Aim: to give the student a thorough training in business letter-writing, as well as to acquaint him with the important details of office work. The work of the second half year is constructively critical in nature, and terminates with the strictly professional work of the course.

English Language 8. (A, B.) Methods course in reading for teachers in the first six grades. Miss ROGERS.

First year. One recitation and one hour of preparation or conference or observation lesson weekly.

The "learning to read" stage, phonetics and the use of the dictionary are emphasized.

English Language 9. (A, B.) Oral reading. Miss JOHNSON.

First year. Two recitations and one and one-half hours of preparation weekly.

Aims: training in oral reading and in methods of teaching reading in grades 4, 5 and 6.

English Language 10. (A.) Practice and methods course in penmanship for teachers of the first six grades. Mr. DONER.

Second year. Two recitations and one hour of preparation weekly.

Aim: to train students to write well on paper and on the blackboard, in order that they may possess the skill required to teach penmanship in the first six grades. Demonstration lessons before classes are required which give the student confidence and ability to teach. Class discussion of the best methods for securing maximum of results in the minimum of time.

English Language 11. (B.) Practice and methods course in penmanship for teachers in grades 7 and 8. Mr. DONER.

Second year. Two recitations and one hour of preparation weekly.

Aims and methods as in Penmanship 1.

English Language 12. (C.) Beginner's course in penmanship. Mr. DONER.

First year. One recitation and one hour of preparation weekly.

Aim: to develop letter-form and freedom of movement.

English Language 13. (C.) Advanced course in penmanship to perfect form and control of movement. Mr. DONER.

Second year. One recitation and one hour of preparation weekly.

Training to write well on paper and on the blackboard.

English Language 14. (C.) Methods course in penmanship for teachers in commercial departments of high schools and for supervisors of penmanship in the grades. Mr. DONER.

Fourth year. One recitation and one hour of preparation weekly.

Blackboard writing; pupils required to give demonstration lessons before class; class discussion of the best methods for securing results.

LITERATURE

Literature 1. (A, B.) Children's literature. Miss ROGERS.

First year. Two recitations and two and one-half hours of preparation weekly.

Aims: acquaintance with and appreciation of subject-matter; its use in the first six grades of the elementary school.

Literature 2. (A, B.) Appreciation of literature. Miss PEET.

Second year. Two recitations and two to three hours of preparation weekly.

The course covers the study of current magazines; a comparison of present-day and Victorian novels; a study of three great poets, including a contemporary one; a brief study of the modern drama. Each student chooses his own subject and writes during the year four long themes suggested by the main topics of the course.

Literature 3. (B.) Teaching of literature in the seventh and eighth grades. Miss PEET.

Third year. Two recitations, three conferences and two to three hours of preparation weekly.

This course, which takes up methods of classroom work, embraces studies in poetry, in popular stories and standard books, together with the means of arousing in children an appreciation for literature and of cultivating in them the habit of reading good books.

Literature 4. (C.) General literature. Miss GOLDSMITH.

Fourth year. Two recitations and two to three hours of preparation weekly. Occasional papers.

Aim: to arouse a keener appreciation and enjoyment of good literature. The various literary types are studied with their best representative authors,

and some attention is given to historical development. Works of authors of admitted superiority are used to establish a standard of comparison, and these are followed by a study of contemporary writers.

Literature 5. (C.) Commercial literature. Mr. CUSHING.

Fourth year. Two recitations and two hours of preparation weekly.

A study is made of the best of the current literature that deals with commercial and industrial conditions and activities. It is believed that some of the literature of this field is worthy of developing an appreciation for literature in general; at the same time it acquaints the student with the problems, ideals and significance of the wide field of commerce, in order that he may become a more intelligent high school teacher of commercial subjects.

ARITHMETIC

Arithmetic 1. (A, B.) Methods of teaching primary arithmetic.

Miss PEET and Miss JOHNSON.

First year. Three recitations and two to three hours of preparation weekly.

This course takes up methods of teaching arithmetic to children in the first six grades of the elementary school. Such topics as the following are studied: aim of work; development of the idea of number; logical and psychological arrangement of subject-matter; outlining topics; preparation of lessons; means of securing skill in computing; studies in application.

Arithmetic 2. (B.) Methods of teaching arithmetic in the intermediate school. Miss PEET.

Second year. Three recitations and three to four hours of preparation weekly.

This course consists of studies in business and industrial applications of arithmetic, and prepares students to teach in the seventh and eighth grades.

Arithmetic 3. (C.) Commercial arithmetic, advanced course. Miss ROLLINSON.

Second year. Two recitations and three hours of preparation weekly.

The course is designed to give a review of elementary principles in arithmetic, the application of these principles to commercial work, and methods of handling the subject in high schools.

LIBRARY STUDY

Library study. (A, B.) A course in the technical knowledge and use of libraries. Miss MARTIN.

One-half of first year. One recitation, one laboratory or conference period and one hour of preparation weekly.

Aims: to bring students into close touch with the school library, show its resources and train to their efficient use; to encourage observation and practice in the home public library; to develop and foster the right attitude towards books and libraries. **Topics:** decimal classification; arrangement on the library shelf; card catalogue; magazine index; book index and table of contents; reference books; investigation of a subject in a library; government publications; book selection and buying; the general principles of classification and cataloguing; relations between the public library and the public school.

GEOGRAPHY

Geography 1. (A, B.) Mr. CUSHING.

First year. Four recitations, with regular field and laboratory work, and four hours of preparation weekly.

First half year. General course, consisting of a study of soils, relief, weather, and climate in relation to people, in the vicinity of Salem and in distant lands. **Aim:** to develop a fund of geographic knowledge that will serve as a background for teaching earth sciences.

Second half year. Methods course to prepare teachers for the first six grades. A study is made of the content of home geography, the plan of a course of study, methods of developing the subject-matter of geography in the successive grades, and the use of textbooks, collateral reading and illustrative material.

Geography 2. (B.) Continental and commercial geography. Mr. CUSHING.

Second year. Three recitations and three hours of preparation weekly, with occasional field, commercial and industrial trips.

Aim: to prepare teachers for the intermediate school. A study is made of North America, South America, Eurasia and home and world commercial geography. A wide range of treatment is suggested and discussed with reference to the need and capacity of the pupil. Acquaintance is made with all of the modern textbooks, readers and manuals, and with other supplementary material.

Geography 3. (B.) Advanced methods course in geography. Mr. CUSHING.

Third year. Four conferences, six hours of preparation and occasional teaching lessons in the training school. Prerequisites, Geography 1 and Geography 2.

Aim: to fit students to become teachers of geography in the intermediate school. Problems of school geography are intensively considered. A study is made of life in type climatic and relief regions of the world, of selected problems in political and economic geography, of the geography of cities and of Massachusetts. Each student is required to teach a unit of the subject in at least four grades.

Geography 4. (C.) Physiography. Mr. CUSHING.

First year. Two recitations and two hours of preparation weekly; occasional field trips in fall and spring.

Aim: to construct a broad basis for understanding commercial geography. A study is made of the origin and the significance of the earth's features, the agencies effecting changes in them, oceanography and climatology. The economic relation of each phase of the work is especially considered.

Geography 5. (C.) Commercial geography. Mr. CUSHING.

Second year. Two recitations and two hours of preparation weekly; occasionally an afternoon for the study of actual commercial units, such as harbors, railroads and industrial plants. Prerequisite, Geography 4.

An intensive study is made of the representative conditions and commodities of commerce of Salem, Boston and vicinity, with special emphasis upon their relation to geographic factors. With this as a basis, world commerce is studied with the help of numerous textbooks, general reference books, museum specimens, pictures, etc. The needs of high school pupils are considered, and courses are outlined and methods discussed to meet them.

Geography 6. (C.) Industrial geography. Mr. CUSHING.

Fourth year. Two recitations and two hours of preparation weekly, with an afternoon every third week for studying a local industry at first hand.

The course considers industries and their geographical relations; their location; source of power; character of labor; geographical destination and transportation of their finished products; and processes as far as they help explain the need of certain raw materials or indicate the need of the consumers in certain environments. A study is made of the industrial rank of nations. The course is particularly designed to prepare students to teach commercial geography in the industrial centers of New England.

HISTORY AND SOCIAL SCIENCE

History and Social Science 1. (A, B.) Problems in government and methods in teaching history and social science. Miss COOPER.

First year. Two recitations and two hours of preparation weekly.

First half year. The social and political problems immediately before the nation to-day are emphasized by a study of the historical growth of the nation's government, local, State and national.

Second half year. A general survey of the work of the first six grades of the elementary schools in history and social science; criticism of the historical literature for children; and a consideration of the methods of teaching history and social science.

History and Social Science 2. (A.) American history and methods in teaching history and social science. Miss COOPER.

Second year. Two recitations and two hours of preparation weekly.

A survey of the subject-matter of American and related European history to broaden the student's conception of history, its aims and its methods of study. Emphasis is placed on collateral reading in order that a broader knowledge of historical literature may be gained. Stress is laid upon current questions of history to bring out more clearly the relation of the past and present. The work in the pedagogy of history, begun in the first year, is continued in this year.

History and Social Science 3. (B.) American history and methods in teaching history and social science in the intermediate school. Miss COOPER.

Second year. Two recitations and two hours of preparation weekly.

A study of early American history with related units of general history. Extended collateral reading is given to develop the student in historical methods, and the pedagogy of history for the intermediate school is begun.

History and Social Science 4. (B.) American history and methods in teaching history and social science in the intermediate school. Miss COOPER.

Third year. Four recitations and four hours of preparation weekly.

This course is designed to carry on the work of the preceding courses, making a more intensive study of certain periods of American history and government with their European background. It also includes a treatment of the methods of teaching history and social science in the seventh and eighth grades.

History and Social Science 5. (C.) Economic and industrial history of Europe. Miss COOPER.

First year. Two recitations and two hours of preparation weekly.

By a survey of the history of Europe from the eve of the Middle Ages to the present time an attempt is made to give a basis for the understanding of present social, political and economic conditions of modern States.

History and Social Science 6. (C.) Economic and industrial history of the United States. Miss COOPER.

Second year. Three recitations and three hours of preparation weekly.

Aim: to acquaint the student with the social, political and economic development of the United States during the nineteenth and twentieth centuries, and, by a detailed study of the nation's government, to bring to him a realization of the growing organization, ideals and functions of that government.

History and Social Science 7. (C.) History of modern commerce. Mr. SPROUL.

First half of fourth year. Three recitations and four hours of preparation weekly.

Aim: to promote a proper understanding of the value of commerce to national and individual life. The course includes a study of present-day tendencies in commerce and allied fields. The laboratory method is used where possible.

History and Social Science 8. (C.) Economics. Contemporary economic problems. Mr. SPROUL.

Second half of fourth year. Three recitations and four hours of preparation weekly.

A study of economics, based on present-day problems, carried on through type studies, current literature and personal investigation.

History and Social Science 9. (C.) Commercial law. Mr. SPROUL.

Fourth year. Two recitations and two and one-half hours of preparation weekly.

An inductive study of the application of the principles of justice to ordinary commercial relationships, aiming to develop a judicial habit of mind in the consideration of business affairs, and to acquaint the pupil with some of the more common requirements of business laws.

MUSIC

Music 1. (A, B.) Elementary music. Mr. ARCHIBALD.

First year. One recitation and one hour of preparation weekly.

Voice training, sight reading, ear training, and writing of symbols used to represent the time and tune of music. The subject-matter of this course is practically the work of the first six grades of the elementary school.

Music 2. (A.) Mr. ARCHIBALD.

Second year. One recitation and one hour of preparation weekly.

Aim: to familiarize the students with the music work of the first six grades, and to acquaint them with the best ways of presenting the problems. The child voice, song interpretation, part singing are some of the topics discussed. Outlines of the grade work are given and teaching plans of the principal subjects are made. Melody writing as a means of illustrating the various problems is required.

Music 3. (B.) Mr. ARCHIBALD.

Second year. One recitation and one hour of preparation weekly.

In addition to the work of Music 3 is required the study of the problems developed in three and four part singing, and in the boy's changing voice and its development.

Music 4. (A, B, C.) Music appreciation and general singing. Mr. ARCHIBALD.

Required of all members of the school. One recitation weekly throughout the course.

Programs of folk songs and dances, art songs and composers are prepared and presented by students. The Victrola and pianola are used in this work. During the year several concerts and lectures are given by people well known in the musical world. Singing of standard choruses.

EDUCATION

Education 1. (A, B.) Applied psychology and pedagogy. Mr. ALLEN.

First year. Three recitations and three hours of preparation weekly.

A study of the mind as familiar in every-day life and in the schoolroom, leading to ideas of development in body and mind, and of purposeful guidance in that development as the work of education; modes of learning discovered are applied practically to processes of teaching and management; directed observation in the training school to demonstrate processes of instruction, the planning of lessons and the reasons underlying; types of lessons, principles of class and school management, measurement, supervision, general and special aims of education. This course is planned in immediate preparation for intelligent practice teaching in the senior year and general preparation for later professional work.

Education 2. (A.) Pedagogy. Mr. PITMAN.

Second year. One recitation and two hours of preparation weekly.

General and specific aims of education; discussion of current educational problems; school administration, including classroom management; school laws of Massachusetts.

Education 3. (B.) Pedagogy. Mr. PITMAN.

Third year. Four recitations and four hours of preparation weekly.

Contemporaneous problems in elementary education; special investigations and reports; school administration.

Education 4. (C.) Elementary psychology. Miss GOLDSMITH.

Second year. Three recitations and three to four hours of preparation weekly.

The course aims to give an understanding of the fundamental laws which govern mental activity, and, by attention to the processes by means of which knowledge is obtained and formulated, to lay a foundation for the course in pedagogy.

Education 5. (C.) Pedagogy and its application in commercial teaching. Mr. SPROUL.

Fourth year. Two recitations and two hours of preparation weekly.

A course preparing for the teaching of commercial subjects; general methods and methods of teaching the special subjects, covering briefly the history, function and scope of commercial training in the high school.

Education 6. (A.) Practice teaching.

Second year. Ten weeks, thirty periods weekly.

Education 7. (B.) Practice teaching.

Second and third year. Ten weeks, thirty periods weekly.

Education 8. (C.) Practice teaching.

Fourth year. Ten weeks, thirty periods weekly.

PRACTICAL ARTS AND FINE ARTS

Practical Arts 1. (A, B.) A course dealing with simple projects in industrial arts. Mr. WHITNEY and Miss SOLOMON.

One-half of first year. Three recitations and one hour of preparation weekly.

Aims: to train teachers for the first six grades of elementary schools along practical and industrial lines; to give the ability to make, read and apply simple structural drawings and patterns; to use simple hand tools; and to apply this knowledge to other studies in the curriculum. There is frequent observation of the work in the training school, visits to shops, gardens, etc.

Fine Arts 1. (A, B.) A course in drawing, color, design and art appreciation. Mr. WHITNEY and Miss SOLOMON.

One-half of first year. Three recitations and one hour of preparation weekly.

The course is designed to create and foster a knowledge and appreciation of art. There is frequent observation of teaching and methods in the training school. The illustrative work is closely related to other studies in the curriculum. A general review of work experienced or observed in the public schools is included.

Practical Arts 2. (A.) A course dealing with elementary projects in such lines as bookbinding, pottery, weaving, etc. Mr. WHITNEY.

One-half of second year. Two recitations and two hours of preparation weekly.

As in the previous course the aims are: the ability to make, read and apply structural drawings and patterns to the actual construction of simple projects; the ability to teach such work in the first six grades in the elementary schools; to appreciate purpose and fitness and good structural design; and to apply these to all industrial work.

Fine Arts 2. (A.) A course in drawing, color, design, art appreciation and methods of teaching. Mr. WHITNEY.

One-half of second year. Two recitations and two hours of preparation weekly.

Aims: to prepare teachers for the first six grades of elementary schools and to cultivate taste and art appreciation. Courses of study are planned and methods of teaching are studied and applied in the actual work in the training school. Blackboard sketching is applied in other studies in the curriculum.

Practical Arts 3. (B.) Mr. WHITNEY.

One-half of second year. Two recitations and two hours of preparation weekly.

Same as Practical Arts 2, except that the course consists of more advanced projects, adapted to grades 7, 8 and 9; observation and practice in sewing, cooking, modeling and gardening for the women; and in printing, woodworking and gardening for the men.

Fine Arts 3. (B.) Mr. WHITNEY.

One-half of second year. Two recitations and two hours of preparation weekly.

This course includes harmonics of color to be applied to school projects, the interior of the schoolroom or home; plans and color schemes for flower gardens, etc.; decorative and applied design; pictorial drawing involving principles of foreshortening and convergence; picture study; nature drawing; and blackboard sketching.

Practical Arts 4. (B.) Intended to familiarize the pupil with the courses of study, methods and demands made upon teachers in the intermediate school. Mr. WHITNEY.

One-half of third year. Four recitations or shop periods and two hours of preparation weekly.

Observation and practice in mechanical drawing, bookbinding, modeling and printing. The school and home gardens are planned, drawings made to scale and the color schemes applied.

Fine Arts 4. (B.) Methods and practice for students preparing to teach in the higher grades in elementary schools. Mr. WHITNEY.

One-half of third year. Four recitations and two hours of preparation weekly.

Aims: to offer a general survey of the history of architecture, sculpture and painting; to familiarize the pupils with the work required in the higher grades along the lines of drawing, applied design, nature work, etc. The course comprises the preparation and dyeing of papers, reeds and fabrics for the work in practical arts; the making and application of good designs in form and decora-

tion; the drawing of trees, plants and details studied in the nature course; and the drawing of simple objects and groups in outline, mass and color. The major part of the course is devoted to definite school projects, methods and practice teaching.

Practical Arts 5. (A.) Gardening 1. Miss GOLDSMITH.

Second year. Comprising the work in nature study for the spring months.

Aim: to give practical experience in garden work and acquaint the student with methods and devices for carrying on school and home gardens.

Practical Arts 6. (B.) Gardening. Mr. GOLDSMITH.

A garden, comprising half an acre, is worked on the community basis, and is planted entirely to vegetables, which are sold to families living in the vicinity of the school and to local dealers. This garden is planted, cared for, and the products harvested and marketed, by the boys of the seventh and eighth grades.

The men of the senior class are expected to observe and direct the work.

PHYSICAL EDUCATION

Physical Education 1. (A, B.) Physical training. Miss WARREN.
First year. Three periods weekly.

This course is designed to improve the physical condition of the student. It includes plays and games and methods of teaching them, with emphasis on the learning of the games and playing them. Folk dancing and corrective exercises are important features of the work.

Physical Education 2. (A.) Physical training. Miss WARREN.
Second year. Three periods weekly.

This course aims to prepare the student to teach such exercises as may be used in the first six grades of the elementary schools, as story plays, folk dancing and both outdoor and indoor games.

Physical Education 3. (B.) Physical training. Miss WARREN.
Second year. Three periods weekly.

Teaching lessons in folk dancing and games suitable for upper grades are prepared by the students. Some time is devoted to formal gymnastic work. Opportunities to supervise groups of children in the playground and in the gymnasium and to do some corrective work are utilized.

Physical Education 4. (A.) General hygiene. Miss WARREN.
Second year. Two recitations and two hours of preparation weekly.

Discussion of methods frequently takes the place of the recitation. The teaching of hygiene in a normal school has a twofold purpose, — to help the

student to realize how he may maintain in his own body the highest possible working efficiency, and to train him to present the subject to children in such a manner as to bring about a marked improvement in their standard of health.

Physical Education 5. (B.) Hygiene and sanitation. Miss WARREN.

Third year. Two recitations and two hours of preparation weekly.

Aim: to train students to present those phases of hygiene and sanitation which can best be understood by pupils in the upper grammar grades. Emphasis is placed upon public health problems, as milk and water supply, housing, sewage disposal and infectious diseases. Attention is also given to the intelligent treatment of emergency cases.

Physical Education 6. (C.) Personal hygiene. Miss WARREN.

First year. One recitation and one and one-half hours of preparation weekly.

The purpose of the course is to aid the student to form right habits of living, and to furnish accurate knowledge of social hygiene, including personal, family, city, State and industrial hygiene.

PRACTICAL SCIENCE

Practical Science 1. (A.) Nature study. Miss GOLDSMITH.

Second year. Four recitations and four to six hours of preparation weekly.

Occasional papers. Laboratory work given in place of regular preparation or recitation at the discretion of the instructor. The course aims to give a general training in the fundamentals of biological science and methods of teaching general nature study material in the grades.

Practical Science 2. (A, B.) Mr. WHITMAN.

Second year. Two recitations and two hours of preparation weekly.

Consideration is given to science questions of the home, school, public utilities, manufactures, trades and arts which come within the range of the student's experience. The course is intended to afford a broad outlook over the field of general science, and an insight into the ways in which science is useful to man. The project method is employed as far as practicable. Excursions to show practical applications in the arts and industries occur frequently.

Practical Science 3. (B.) Mr. WHITMAN.

Third year. Two recitations and two hours of preparation weekly.

This course is chiefly of a professional nature. It deals with the place of science in the curriculum of the intermediate school. Outline courses for the seventh and eighth grades will be prepared and tested in the training school and in other schools with which the normal school is affiliated. The biological side

of science will receive some attention, but the chief aim of the course is to find for the physical sciences the same useful place in the grades that has already been established for nature study.

Practical Science 4. (C.) Mr. WHITMAN.

First year. Two recitations and two hours of preparation weekly.

A study of general science in its relations to the arts and industries, particularly those within the immediate environment of the students. Frequent excursions, investigations and reports. The course is closely related to that in industrial geography.

SHORTHAND

Shorthand 1. (C.) Benn Pitman. Introductory course. Miss ROLLINSON.

First year. Four recitations and five hours of preparation weekly.

Principles of the system are mastered, keeping the professional side in view, and a fair amount of speed in new matter is acquired.

Shorthand 2. (C.) Benn Pitman. Intermediate course. Miss ROLLINSON.

Second year. Three recitations and four hours of preparation weekly.

Principles are reviewed thoroughly, speed work is continued, and classics, which are written in shorthand, are read and studied.

Shorthand 3. (C.) Benn Pitman. Methods course. Miss ROLLINSON.

Fourth year. Three recitations and four hours of preparation weekly.

Aim: to present the best methods of teaching shorthand. This includes a study of pedagogical works on the subject of shorthand, observation teaching, plan work and training. Comparison of texts and systems also enters into this course.

Shorthand 4. (C.) Benn Pitman. Miss MORSE. For special students who are admitted to a one-year course. Five recitations and eight hours of preparation weekly.

A brief but comprehensive course in the Benn Pitman system, including a thorough training in the principles of the system, together with parallel discussions of the methods to be employed in their presentation.

Shorthand 5. (C.) Gregg. Miss ROLLINSON. Elective for students who have already completed a course in Gregg shorthand.

One recitation and one and one-half hours of preparation weekly. The course consists of a review of principles with the professional idea in mind, speed dictation and method work.

TYPEWRITING

Typewriting 1. (C.) Foundation course for beginners. Miss MORSE.

First year. Five laboratory periods weekly.

Aim: to make of each student an accurate touch operator, at the same time acquainting him with the fundamentals of letter-writing. Simple accuracy tests are held during the second half year.

Typewriting 2. (C.) Advanced course. Miss MORSE.

Second year. Three laboratory periods and one-half hour of preparation weekly.

The work of this course supplements that of Typewriting 1, emphasis being laid on speed as well as accuracy in work done. Accuracy and speed tests are held throughout the year.

Note. — The speed tests given are the regular award tests offered by the different typewriter companies, and students passing them receive certificates or medals.

Typewriting 3. (C.) Methods course. Miss MORSE.

Fourth year. Three periods, recitation and laboratory, and two hours of preparation weekly.

This course discusses the work of Typewriting 1 and Typewriting 2 from the professional viewpoint. General methods are considered, textbooks are examined and criticized, courses of study, adapted to different groups of students, are planned.

Typewriting 4. (C.) Miss MORSE.

For special students who are admitted to a one-year course. Five periods, laboratory and recitation, and two to three hours of preparation during the second half-year.

This course covers the work of Typewriting 1, 2 and 3, and is so planned as to make it possible for either a beginner or an advanced student to complete the required amount of work in one year.

BOOKKEEPING

Bookkeeping 1. (C.) Introductory course. Miss ROLLINSON.

First year. Two recitations and three hours of preparation weekly. (Taken in conjunction with Bookkeeping 1a).

Aim: to teach elementary principles and bookkeeping routine.

Bookkeeping 1a. (C.) Principles of accounts. Mr. SPROUL.

First year. One recitation and one and one-half hours of preparation weekly (taken in conjunction with Bookkeeping 1).

The course develops the principles of debit and credit, various expedients for recording transactions, theory and purpose of the account, and instructs the pupil in the formulation of the usual business statements.

Bookkeeping 2. (C.) Advanced course. Mr. SPROUL.

Second year. Three recitations and four and one-half hours of preparation weekly.

Special attention is given to principles underlying the construction of accounts and their classifications, and the preparation and interpretation of business statements to show condition and progress of the business. The application of accounts to varied lines of work undertaken, elements of cost accounting and variations due to form of organization are studied.

Bookkeeping 3. (C.) Elementary accounting. Mr. SPROUL.

Fourth year. Three recitations and four and one-half hours of preparation weekly.

Comprehensive study of balance sheets and statements of various kinds; detailed consideration of assets and liabilities, depreciation, reserves, surplus, capital and revenue expenditures, statements of affairs, deficiency account, realization and liquidation statements; also, study of accounts of nontrading concerns, as societies, clubs, etc. The course closes with instruction in methods of teaching bookkeeping in high schools.

Bookkeeping 4. (C.) Elementary bookkeeping and methods of teaching. Miss ROLLINSON.

For special students who are admitted to a one-year course. Two recitations and two hours of preparation weekly (taken in conjunction with Bookkeeping 4a).

A course combining instruction in bookkeeping principles and practice with instruction in methods of presentation in high schools.

Bookkeeping 4a. (C.) Theory of accounts. Mr. SPROUL.

For special students who are admitted to a one-year course. Two recitations and two hours of preparation weekly (taken in conjunction with Bookkeeping 4).

Similar to Bookkeeping 1a, but the maturity of the pupil and additional time permit of more extended and comprehensive work.

LECTURES AND CONCERTS

The following lectures and concerts have been given at the school since the issue of the last catalogue: —

Social Phases of School Work	Dr. George D. Strayer
The Manual Arts in Social Service Work	Alvin E. Dodd
Memorial Day address: The Battle Summer	Alfred S. Roe
Graduation address: Education, Modernly Speaking	Dr. George H. Martin
The Place of Civics in the Curriculum	H. A. Nightingale
Teaching to Teach	Dr. A. E. Winship
The Promotion of Temperance	Warren P. Landers
Reading: Dr. Jekyll and Mr. Hyde	John Duxbury
India and the Far East	Charles S. Crosman
Lincoln Day program: readings	Judge Alden P. White
Opera talks	Havrah W. L. Hubbard
Madam Butterfly	
La Bohème	
Lohengrin	
Tannhauser	
Concert	Mendelssohn String Quartet
Concert	Durell String Quartet
Concert	Myrtle Jordan Trio
Pianoforte recital	Pemberton Whitney
Concert	Lotus Quartet

THE ART CLUB

Students have frequently expressed a desire for a further study of art than the regular course affords. For this reason, members of the faculty and students have organized an art club, meeting at least twice in the month for the study of art in various phases. This study includes papers by the members on the schools of painting; visits to the Museum of Fine Arts, the Boston Art Club, and other art galleries; visits to places of historic interest; out-of-door sketching; and advanced work along industrial lines.

THE MUSICAL CLUBS

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra of stringed instruments is also one of the musical activities of the school.

Tickets for the concerts of the Boston Symphony Orchestra and for the Boston Opera Company are obtained for students upon application.

THE MANAGEMENT OF THE SCHOOL

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders. They will not withhold advice, admonition and reproof, if needed; but their relations in these respects are usually with individuals instead of with classes, and are of the most helpful and generous nature. Those students who, after full and patient trial, are found unable to exercise self-control and unworthy of confidence, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who through no fault of their own, but in consequence of conspicuous inaptitude, or physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal and two other members of the faculty, and members chosen by each division of the senior, middle and junior classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

Regulations

1. Regular and prompt attendance at all sessions of the school is expected of every student. Those who find it necessary to be absent for more than a single day should so inform the principal. For all avoidable absence — including that for teaching as substitutes — the permission of the principal must be obtained in advance.

2. Students who are withdrawing from the school must inform the principal of their decision, and must return all the books and other property of the school which are charged to them. Those who fail to do so promptly must not expect any recommendation or indorsement from the school.

3. Any property of the school which is lost or seriously injured by students must be paid for by them.

4. Although the school has no dormitories, it recommends to students who are to live away from their homes several houses in Salem where board and room may be obtained at reasonable prices. These houses, in addition to being suitable in other respects as homes for students, meet the following conditions which are prescribed by the State Board of Education: They receive no boarders other than students and instructors of the normal school; the same house does not receive both men and women students; the number of students in any one house is limited to the family group of eight.

All students who board away from their homes during their membership in the school are required to live in the houses recommended by the school. Exceptions to this rule may be made for those whose parents wish them to live with relatives or personal friends, but in such cases the parents must inform the principal of the school of the circumstances, in writing, and receive his approval. No change in boarding place may be made by any student without the previous consent of the principal.

Students living in groups in approved houses are expected to form habits which are to the advantage of their own work and that of their companions. The hours from seven to nine-thirty in the evening should be observed as a period of study.

Except under unusual conditions, lights should be out by ten o'clock. If students find it necessary, for any reason, to be absent from the house for an evening they should inform their landladies of their plans.

Those who receive our students into their homes must, of necessity, assume responsibility for their conduct in the same measure as would be required of teachers in charge of a dormitory. They are therefore expected to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered improper in a well-regulated dormitory.

Expenses, Aid, Loan Funds

Expenses. — Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of \$50 per year, of which sum one-half is due September 9 and the other half February 1. Textbooks and supplies are free, as in the public schools. Articles used in school work which students may desire to own will be furnished at cost. The expense of board for two students rooming together, within easy distance of the school, is from \$5.50 each per week upward.

School Restaurant. — A restaurant is maintained in the building, in which is served at noon each school day a good variety of wholesome and attractive food at very reasonable prices.

State Aid. — To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished to residents of Salem, nor during the first half year of attendance at the school.

Loan Funds. — Through the generosity of members of the faculty and graduates of the school several funds have been

established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the Students' Benefit Fund are other funds, founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Prof. Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; and to Dr. Walter P. Beckwith, principal from 1895 to 1905. The total amount of money now available is about \$2,000. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

Employment for Graduates

The increase in the number of normal school graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers, but even at the present time they constitute less than seventy per cent. of all the teachers in the State, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. Although the school does not undertake to guarantee positions to its students, it is a fact that graduates of any department are rarely without positions three months after graduation. The principal takes pleasure in assisting them to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities. He also wishes to be kept informed concerning the degree of success in teaching of former students.

Scholarships for Graduates

There are offered at Harvard University four scholarships, each of an annual value of \$150, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States.

Notices to School Officials

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the buildings and equipment, or to attend the exercises in its classrooms or training schools at any time and without ceremony.

During the summer vacation some person qualified to give information regarding the school, its work and the conditions of admission will be at the building each forenoon except Saturday. Requests for catalogues are always promptly honored.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

GENERAL INFORMATION

Historical Sketch

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. A new training school building was occupied for the first time December 2, 1913. The site, buildings and equipment represent an expenditure of \$500,000; and it is

believed that the Commonwealth here possesses an educational plant as complete and convenient as any of its kind in this country.

Decorations

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty and other friends of the school, and all these have been selected with great care and artistic judgment, so that the whole is harmonious.

The Teachers and Students

The school during its history has had five principals and ninety-two assistant teachers. The development of the practice schools began in 1897, and with them fifty-five persons have been connected as teachers. Twenty teachers are now required in the normal school and nine in the training schools.

Nearly sixty-seven hundred students have attended the school. The proportion of those who complete the course has been increasing steadily in recent years.

The Location and Attractions of Salem

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston

& Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

REGISTER OF STUDENTS

1914 = 1915

Graduates, — Class XCIX, — June 16, 1914

ELEMENTARY DEPARTMENT

Allen, Amelia Southworth	Lynn.
Allen, Katharine	Malden
Aylward, Mary Ella	Salem
Beattie, Margaret	Somerville
Benjamin, Lea Josephine	Beverly
Bessom, Rachel Ursula	Lynn
Bray, Helen Crosby	Beverly
Bresnahan, Nora Veronica	Lynn
Bridge, Mary	Wakefield
Burnham, Elizabeth	Essex
Cairnes, Charlotte Margaret	Cambridge
Callahan, Esther Marie	Lynn
Campbell, Lorena King	East Lynn
Canfield, Anna Rose	Somerville
Carr, Florence Cowdrey	Stoneham
Cashman, Mary Theresa	North Cambridge
Caulfield, Helen Frances	Salem
Clausmeyer, Helen Louise	West Roxbury
Cody, Margaret Ellen	Peabody
Coffey, Mary Agnes	Medford
Cohen, Annie	Dorchester
Cohn, Dorothy Reva	Malden
Colcord, Elizabeth Jacobs	Melrose
Commins, Lillian Frances	Somerville
Condon, Elizabeth Anne	Salem
Connor, Madeline Elizabeth	Medford
Convery, Mary Ellen	Everett
Cotton, Rachel Ethridge	Malden
Cowden, Esther Brownell	Amesbury
Cox, Adeline Elizabeth	Dorchester

Curley, Teresa Mary	Marblehead
Currier, Ethel May	North Andover
Dalton, Grace Elizabeth	North Cambridge
Del Gratta, Celia	West Everett
Dennehey, Mary Anne	Beverly
Dolan, Ada Vincentia	Medford
Dugmore, Ethel Frances	Medford
Ellis, Annie Louise	Peabody
FitzGerald, Lucy Agnes	Charlestown
Fletcher, Julia Esther	Malden
Fogg, Helen May	Methuen
Freeto, Elsie Warren	Marblehead
Galvin, Kathleen Matilda	Malden
Glines, Ruth Marguerite	Beverly
Godfrey, Rose Anna	Salem
Goldman, Ida Josephine	Salem
Goldsmith, Josephine Mildred	Dorchester
Hall, Adeline Frances	Wakefield
Hanley, Esther Marie	Belmont
Hanlon, Nellie Louise	Salem
Harrington, Alice Agnes	North Cambridge
Hay, Isabel Nelson	Lynn
Healey, Edythe Alana	Lynn
Hedberg, Hildegard Beatrice	Malden
Henderson, Helen Esther	Roxbury
Higgins, Mary Alice	Lynn
Huntington, Flora Evelyn	Newburyport
Jeffs, Ruth Evelyn	Salem
Killion, Crescentia Madeline	Malden
Larcom, Lucy Marshall	Beverly
Learoyd, Helen	Danvers
Locke, Edna	Salem
Loring, Annie Gladys	Groveland
Lufkin, Ruth Louise	Gloucester
Lundgren, Eleanor Marie	Somerville
Lyness, Mary Grace	Lynn
MacKay, Gladys Marjorie	Cliftondale
MacKinnon, Lillah May	Newburyport
McCauley, Emma Frances	Salem
McElroy, Mary Teresa	Peabody
McGlone, Mary Louise	Peabody

McNally, Alice	Roxbury
Monaghan, Rose Ella	Salem
Morris, Mildred Bartlett	Siasconset
Murphy, Catherine Louise	Lynn
Murphy, Catherine Theresa	North Cambridge
Murray, Margaret Teresa	Beverly Farms
Nelson, Esther Ethel	Lynnfield Centre
Noble, Grace Lambert	Beverly
Nolan, Mary Frances	Dorchester
O'Brien, Helen Marie	Malden
O'Connor, Mary Angela	Cambridge
O'Grady, Mary Elizabeth	Salem
O'Keefe, Marie Louise	Salem
O'Loughlin, Mary Emma	Malden
Palmer, Jennie Carolyn	Winthrop
Payne, Elizabeth Perkins	Wakefield
Prime, Charlotte Katherine	Rowley
Randall, Mildred Frances	Amesbury
Reid, Bertha	North Reading
Riggs, Daisy May	Gloucester
Riordan, Julia May	Somerville
Rose, Anna Dorothy	Medford
Sands, Ethel May	Amesbury
Sawyer, Frances Arline	Lynn
Smith, Mae Ethel	Amesbury
Smith, Hettie Christina	Exeter, N. H.
Stetefeld, Marguerite Catherine Elizabeth	Somerville
Stetson, Harriette Endicott	Georgetown
St. Pierre, Eliza Mary	Salem
Strandal, Hannah Christine	Pigeon Cove
Tenneson, Sadie Mathilda	Arlington Heights
Townsend, Henrietta	Manchester
Tuttle, Abbie Frances	Sanbornville, N. H.
Twombly, May Abby	Groveland
Walsh, Anna Rose	Somerville
Webster, Marion Pearson	Newburyport
Welsh, Josephine Elizabeth	Malden
Whelpley, Blanche Lottie	Arlington Heights
Woolley, Rose Mary	West Lynn
Wright, Ivy Lou	Peabody

INTERMEDIATE DEPARTMENT

George, Ida May	Malden
Houriham, Nellie Veronica	Marblehead
Parsons, Helen Gaffney	Pigeon Cove
Ward, Mary Grace	Marblehead

COMMERCIAL DEPARTMENT

Three Years

Campbell, Mildred Ward	Middleton
Carter, Ruth Hixon	Winchendon
Chase, Lenox Elspeth	Amesbury
Coman, Clara Louise	Putnam, Conn.
Cromwell, Marion Judson	Chelsea
Hatch, Pearl Catherine	Middleton
Hutchinson, Myron Robin	Salem
Johnson, Hazeltine Robinson	Peabody
Kelly, Marion	Everett
Lamb, Emma Jennie	Orange
McLaughlin, Sarah Jane	Nahant
Moriarty, Marion Agnes	Danvers
Mulally, Loretta Marion	Danvers
Parziale, Anna Cecelia	Chelsea
Poland, Emma	Nahant
Rankin, Austin Mäder	Beverly
Richards, Edmund Francis	Peabody
Smith, Faustina Elma	Newburyport
Vaile, Margaret Helen	Danvers
Williams, Georgiana	East Wenham

CERTIFICATES FOR ONE YEAR'S WORK

Elementary Department

Moody, Pauline Frances	Lynn
Randall, Beatrice Asenath	Cambridge

Commercial Department

Hinckley, Clara Louise	Boston
Hood, Mildred, A.B.	Brighton
Jones, Eva Alberta Martha	Salem
McSweeny, Grace Catherine	Pittsfield
Renfrew, Marion, A.B.	Dorchester

CERTIFICATE FOR TWO YEARS' WORK

Commercial Department

Hall, Annie	Waltham
Olson, Charles Clarence	Revere

The Elementary Department

SENIOR CLASS

Adams, Lydia Osgood	Pittsfield, N. H.
Adams, Rachel Webster	Pittsfield, N. H.
Anderson, Helen Natalie	Everett
Ashby, Dorothy Rogers	Salem
Babson, Anna Sanborn	Pigeon Cove
Bartlett, Elizabeth Phillips	Revere
Bassett, Elsa Lavinia	North Andover
Bateman, Jessie Hale	Georgetown
Boyd, Lillian Maude	Chelsea
Breslasky, Bessie	Dorchester
Bryant, Agnes Lee	Winthrop
Buchanan, Mary	Chelsea
Burbank, Marguerite Elizabeth	Amesbury
Burns, Julia Hilda	Gloucester
Burreby, Genevieve Lauretta	Peabody
Bursey, Grace Mae	Chelsea
Byron, Eleanor Marie	Peabody
Canning, Marion Louise	Lynn
Chouinard, Amelia Victoria	Salem
Cochrane, Frances Agnes	Salem
Coffin, Anna Burroughs	Marblehead
Collins, Alice Winifred	Charlestown
Coyle, Ruperta Margaret	Wilder, Vt.
Cressy, Helen Butler	Beverly
Cummings, Elizabeth Mary	Salem
Cunningham, Elinor	West Somerville
Curry, Agnes Dolan	East Lynn
D'Entremont, Mary Ursula	Essex
Donaghue, Alice Eunice	Boston
Donovan, Alice Marie	Salem
Donovan, Helen Winifred	Salem
Driscoll, Helen Frances	Salem
Driscoll, Timothy John	North Andover

Durgin, Alice Townsend	Swampscott
Elliott, Olive Cressy	Beverly
Epstein, Ethel Rhoda	Dorchester
Everson, Mildred Frances	Saugus
Fallon, Ethel Mary	South Boston
Farr, Helen Margaret	Somerville
Farrell, Catharine Irene	Salem
Farrell, Esther	Chelsea
Fitzgerald, Anna Marie	Cambridge
Galasso, Eva Victoria	Boston
Gelavitz, Sophia	Malden
Gibbs, Helen Pauline	Danvers
Grant, Mary Elizabeth	Merrimac
Griffin, Alice May	Peabody
Gross, Ethel Mae	Somerville
Haggett, Mary Louisa	South Boston
Hames, Florence Emma	Chelsea
Harnden, Dorothy Stacey	Lynn
Harrington, Anna Mabel	North Cambridge
Harris, Ruth Churchill	Chelsea
Hatch, Esther	Chelsea
Hedberg, Agnes Helena	Malden
Hill, Marion Ruth	Lynn
Hines, Ruth Gladys	Beverly
Hyland, Marion Adelaide	Everett
Igo, Ruth Frances	Cambridge
Innis, Mae Marguerite	West Somerville
Jordan, Helen Rose	Beverly
Kalker, Dorothy	Malden
Kalunian, Mary	Cambridge
Kane, Collette Angela	Somerville
Kaplan, Frances	Boston
Keating, Agnes Mary	Somerville
Kelly, Teresa Elizabeth	South Groveland
Laffey, Mary Alma	Cambridge
Leahy, Katharine Frances	North Cambridge
Lewis, Marion Frances	Kittery, Me.
Littlefield, Abbie May	East Lynn
Lorentzen, Laura	Gloucester
Loschi, Margaret	East Boston
Lovette, Maud Estella Frances	Everett

Lowe, Anna Austin	East Lynn
Lundgren, Dorothy Louise	Somerville
Lyman, Carrie May	Methuen
Lynch, Anna Gertrude	South Boston
Lynch, Julia Frances	Peabody
Macadam, Charlotte Muriel	Dorchester
Magner, Alice Evelyn	Salem
Mahoney, Mary Alice	Cambridge
Malone, Odessa Marion	Chelsea
Manley, Helen Gertrude	Medford
Marr, Helen Worcester	Newburyport
Martin, Jessie Campbell	Swampscott
McCann, Elizabeth Mary	Cambridge
McCarthy, Mary Clare	North Andover
McElroy, Helen Elizabeth	Peabody
McGrail, Mary Theresa	North Andover
McKenna, Mary Louise	Somerville
McLean, Mary Elizabeth	Roxbury
McNally, Genevieve Elizabeth	Andover
Misite, Adelina Gertrude	South Boston
Murdock, Rose Estelle	Chelsea
Murphy, Mary Josephine	Cambridge
Neales, Helen Neales	Chelsea
Nelson, Sinius Joseph	Gloucester
Neville, Azella Marie	Salem
O'Connor, Helen Neilan	Revere
Parker, Eleanor Agnes	Malden
Patriquin, Marion Elizabeth	Lynn
Pearson, Anna Maria	Winthrop
Peebles, Fernald	Winthrop
Perry, Dorothy	Lynn
Pingree, Eleanor	South Hamilton
Porter, Marjorie Whitcomb	Swampscott
Prescott, Edith Gertrude	Salem
Prescott, Sara Beatrice	Cliftondale
Quinlan, Helen Gertrude	Reading
Roberts, Mildred Elinor	Hyde Park
Rock, Mary Theresa	Chelsea
Ryan, Sabina Margaret	Marblehead
Sailer, Ethel May	Lynn
della Sala, Elenora Bianca	Chelsea

Scheib, Ida Emilie	Arlington Heights
Schroeder, Florence Wilhelmina	Somerville
Sewell, Alta Marie	Lynn
Simpson, Beatrice Alethea	East Lynn
Smith, Inez Evelyn	Rowley
Spinney, Sibyl Iona	Chelsea
Stamper, Lucy Elliot	Salem
Stevens, Irene	Newburyport
Sullivan, Alice Marie	Dorchester
Sullivan, Eleanor Josephine	West Lynn
Sweezy, Olive Lora	Franklin Park
Sweezy, Rena Vivian	Franklin Park
Talbot, Mary Elizabeth	West Lynn
Tarbox, Pauline Elizabeth	Malden
Thacher, Olive Wilson	Beverly
Torngren, Lillie Tekla Alfreda	Beverly
Wade, Mary Foster	Ipswich
Walden, Ola Belle Susie	Roxbury
Wedger, Mildred	Chelsea
Wheaton, Edith Gertrude	Malden
Willey, Mabel Charlotte	Saugus
Willey, Ruth	Wakefield
Wood, Marion Isabel	Cambridge
Woodward, Rowena May	Amesbury

SPECIAL STUDENTS, ONE-YEAR COURSE

Anderson, Ethel Bernhardina	Portsmouth, N. H.
Chisholm, Marion Belle	Salem
Ham, Harriet Priscilla	Swampscott
Vignerón, John Francis	Cambridge

The Intermediate Department

SENIOR CLASS

Broughton, Anna Margaret	Cambridge
Campbell, Adaline Catherine	Revere
Collins, Mary Hayden	Everett
Dennehy, Mary Anne	Beverly
Eliaeson, Amelia Florence	Gloucester
Fitts, Eva May	North Reading

Hall, Adeline Frances	Wakefield
Kinsman, Clarice Hesson	East Lynn
Locke, Alice Merrill	Salem
MacKnight, Carolyn Martina	Revere
Moore, Gladys Emma	Franklin Park
O'Grady, Mary Elizabeth ¹	Salem
O'Keefe, Marie Louise ¹	Salem
Oram, Lillian May	Lynnfield
Parsons, Ruth Isabel	Gloucester
Payne, Elizabeth Perkins	Wakefield
Raymond, Lydia	Essex
Roche, Marion Thecla	Salem

MIDDLE YEAR CLASS

Driver, Daisy Belle	North Andover
Hogan, Charles Emerson	Salem
McIntire, Mary Margaret	Salem
Perkins, Ruth Adele	Melrose Highlands
Romkey, Alice Blanche	Winchester
Turner, Gilbert West	Salem
Turner, Mary Evelyn	Lynn
White, Richard James, Jr.	Lynn

Elementary and Intermediate Departments

JUNIOR CLASS

Adams, Marion Eva	Melrose Highlands
Anderson, Helen Margaret	Gloucester
Anderson, Lucy Margaret ¹	North Beverly
Archer, Ethel Madeleine	Ipswich
Babson, Clara Amy	Pigeon Cove
Berry, Anna Lavinia	Salem
Best, Dorothy Marion	Roxbury
Billings, Esther Marie	Peabody
Björkman, Lennart August William	Lynn
Blanchard, Ruth Washburn	Danvers
Bowen, Gertrude Elvesta	West Medford
Bowen, Susie Frances	Ipswich
Brown, Martha Delia ¹	Hampton Falls, N. H.
Buckle, Pauline Alice	Beverly

¹ Was a member of the school less than three months.

Buckley, Johanna Beatrice	Charlestown
Bucknam, Stella Gertrude	West Somerville
Bumpus, Velma Claire	Turner, Me.
Burke, Katharine Ledevine	Lynn
Burnham, Ida Gordon ¹	Gloucester
Byrne, Katherine De Chantal	Salem
Cahill, Thomas Henry	Salem
Callahan, Katherine Frances	Lynn
Cameron, Margaret Arvilla	Lynn
Clough, Madeleine Louise	Stoneham
Cogswell, Edith Story	Essex
Coll, Anna Josephine	Somerville
Condon, Margaret Bernadette	Charlestown
Coombs, Marion Gladys ¹	Cliftondale
Corkum, Marigold Linda Alberta	Chelsea
Cunningham, Josephine Ellen	Salem
Daly, Joanna Teresa	Salem
Damon, Mildred Lane	Salem
Davol, Marion Eliza	Malden
Desmond, Margaret Ellen	Beverly
Donnelly, Marion Josephine	Somerville
Doyle, Ethel Mary	Lynn
Driscoll, Bernadette Ursula	Malden
Dunham, Marian Evelyn	Danvers
Eagan, Frances Claire	Lynn
Eberling, Agnes Emma	Lynn
Elliott, Iola Mae	Stoneham
Evans, Edna Smith	Salem
Evans, Eunice Isabell	Newburyport
Fenning, Ethel Mae	Lynn
Ferguson, Margaret	Newton Centre
Ferry, Esther Elizabeth	Cambridge
Flynn, Helen Frances	Peabody
Foley, Marguerita Redmond	Dorchester
Friend, Annie Ellery	Gloucester
Fullerton, Marion	Saugus
Galvin, Marie Agnes	Lynn
Grant, Helene Bailey	Cambridge
Gurvin, Mary Theresa	Somerville
Hale, Mildred Louise	Salem

¹ Was a member of the school less than three months.

Hall, Dorothy Beryl	West Lynn
Harrison, Alice Lorette	Lynn
Haynes, Zelpha Louise	Amesbury
Hellstrom, Emma Catherine	West Lynn
Hennessy, Katherine Helen	Lexington
Henry, Julia Agnes	Chelsea
Hill, Malvina Harriet	Newburyport
Hopkinson, Sarah Ella	Groveland
Horton, Anna Estelle	Wakefield
Horton, Marvel Lillian ¹	Malden
Hubon, Charles Wilson	Salem
Hurley, Mary Helen	Malden
Jackman, LeRoy Williams	Newburyport
Jordan, Olive Madeline	Lynn
Jurman, Bessie Jessie	East Boston
Keeley, Teresa Elizabeth	Beverly
Kennedy, Anna May	West Lynn
Kennedy, Sadie Isabelle ¹	Gloucester
Keith, Mary	Marblehead
Knowlton, Marion Isabel	New London, N. H.
Lakin, Florence May	Melrose
Lee, Isabelle Lawrenson ¹	Melrose
Leddy, Evelyn Frances	Cambridge
Long, Sarah Jane	Cliftondale
Lund, May	Beverly
MacDonnell, Mary Helen	Lynn
MacIver, Helen	Essex
Maguire, Gertrude Beatrice	Cambridge
Malone, Mabelle Frances	East Lynn
Mansfield, Sadie Elizabeth	Lynn
McCully, Anna Elizabeth	Somerville
McKenna, Margaret Elizabeth	Salem
McMahon, Lillian Marie	Salem
McMannus, Jeannette Marie	Lynn
McNiff, Ida Edwidge	North Andover
Miller, Isabella Gertrude	Amesbury
Millett, Harold Joseph	Salem
Mulligan, Louise Elizabeth	Salem
Murray, Agnes De Ming ¹	Gloucester
Murray, Mary Helena	Prides Crossing

¹ Was a member of the school less than three months.

Nelson, Inez Aurora	Gloucester
Newball, Martha Louise	Lynn
Nilsson, Anna Eleonora	Malden
Nolan, Alice Genevieve	Somerville
Nolan, Mary Alice	Newburyport
O'Keefe, Mary Rose	Cambridge
O'Shea, Marguerite Lorrette	Lynn
Parsons, Esther May	Gloucester
Patten, Ethel Mildred	Melrose Highlands.
Patten, Maude Frances	Medford
Patterson, Alice Mae Lewis	Somerville
Paul, Elizabeth Averill	North Andover
Pinkert, Edna Lois	Malden
Power, Elizabeth Frances	Lynn
Quillen, Anna Whelton	Reading
Ramsburg, Helen	Somersworth, N. H.
Ratti, Isolena Celia	Pigeon Cove
Reardon, Mary Veronica	North Andover
Rice, Sarah	Boston
Riggs, Alice Gertrude	South Essex
Rimmer, Florence Ruth ¹	Malden
Roache, Christine Lillian	Lynn
Roads, Evelyn Lindsey	Marblehead
Robinson, Edith Maxwell	Melrose
Roby, Esther Marion	Salem
Rogers, Mary Frances	Dorchester
Rutherford, Carita Gordon	Salem
Ryder, Anna Greene	Marblehead
Sargent, Katherine Louise	North Andover
Segal, Lillian	East Boston
Seymour, Mary Cecelia Welch	Methuen
Simmons, May Miller ¹	Malden
Smith, Azella May	Gloucester
Spencer, Mary Elizabeth	Malden
Stickney, Stephen Arthur	Peabody
Story, Marion Letitia	Salem
Symonds, Mary Putnam	Lynn
Tassinari, Ada Catherine	Somerville
Terrill, Irene Carleton Meserve	Lynn
Tewksbury, Ruth Skilling	Lawrence

¹ Was a member of the school less than three months.

Thomson, Alexander	Everett
Thureson, Louise Elenora	South Boston
Townsend, Ethel	Manchester
True, Emma Louise	Salisbury
Vickerson, Bernice Helena	Malden
Virchow, Elfrieda Augusta	Waverley
Voorneveld, Katie Fenton ¹	Beverly Cove
Walker, Hester Ashton	Wakefield
Walton, Effie Beatrice	Salem
Weston, Helen	Essex
Whittier, Margaret Elizabeth	Reading
Wilde, Bertha Hilma	North Andover
Winn, Sarah Ethel	Methuen

Commercial Department

SENIOR CLASS

Adams, Persis Florence	Franklin
Badger, Marie	Framingham
Barrett, William Francois	Lowell
Currier, Ruth Harriet	Newburyport
Donovan, Alice Elizabeth	Wakefield
Hiatt, Ruth Frances	Malden
Knowlton, Elsie Olive	Pigeon Cove
Levine, Rosa	Dorchester
Lind, Inez Elizabeth	Malden
Mangan, Lucy May	Pittsfield
Mansfield, Ruby Blanche	Reading
Martin, Alice Leona	Malden
McDonald, Beatrice Magdeline	Cambridge
McGill, Frances Catherine	Pittsfield
O'Rourke, Charles Philip	Peabody
Phelps, Ethelind Mary	Lynn
Reed, Lois Jane	Everett
Rigby, Alice Nathalie	Melrose
Shields, Hazel Dean	Melrose
de Sloovere, Teresa	Webster
Turner, Andreas Wesley Sproule	Lynn
Waitt, Viola	Malden

¹ Was a member of the school less than three months.

SPECIAL STUDENTS IN SECOND YEAR OF TWO-YEAR COURSE

Butler, Hazel Belle	Hingham
Lynch, Rosamond Frances Ursula	Danvers

SPECIAL STUDENTS, ONE-YEAR COURSE

Barbour, Maude Lyda	Nashua, N. H.
Lawrence, Grace Irene	Leominster
Lindsay, Amy Blaney	Amherst
Ostergren, Fred V. ¹	Dorchester
Robinson, Helen Mae	South Boston

MIDDLE YEAR CLASS

Bresee, Clarence Douglas	Dorchester
Burke, Joseph Michael	Lynn
Callaghan, Margaret Agatha	North Easton
Donovan, Kathleen Elizabeth	Newburyport
Elliott, Nettie Edna	Stoneham
Harris, Marjorie Linda ¹	Melrose
Holland, Katherine Elizabeth	Charlestown
Horan, Mary Gertrude	Hamilton
King, Georgiana	North Attleborough
Lisk, Agnes Anna	Smiths
McCarthy, Alice Rita	Ayer
Millard, Leslie Cooper	Ipswich
Parks, Walter Everett	Gloucester
Potter, Mae Alice	Newburyport
Ross, Gertrude Margaret	Salem
Stanton, Sturgis Towne	Beverly
Stuart, Mae Claire	Newton
Taggart, Gwendolyn Eva	West Rindge, N. H.
Tenney, Constance Mary	West Newton
Winchester, Elizabeth Billings	Peabody

SPECIAL STUDENTS IN FIRST YEAR OF TWO-YEAR COURSE

Bolton, Anna Clothilde	Lowell
Bresee, David Holmes	Dorchester
Crosier, Bertha Rose	Fitchburg
Garland, John Lincoln	Salem

¹ Was a member of the school less than three months.

Hebart, Helena Madeline	Easthampton
Leavitt, Arthur William	Concord Junction
Macdonald, John G. ¹	Everett
Sullivan, Mary Jane	Dalton
Wooding, Ruby Philenia	Wallingford, Conn.

JUNIOR CLASS

Allston, Henrietta Knowlton	Cliftondale
Boswell, Mae Gertrude	Beverly
Campbell, Emily Margaret	Charlestown
Cohen, Libby Julia	Dorchester
Cohn, Lillian Belle	Malden
Collins, Sadie Loretta	Pittsfield
Corner, Doris Gulash	Lowell
Decker, Harriet Frances	Foxborough
Friend, Ruth Cole	Gloucester
Gill, James Albert Joseph	Charlestown
Goodell, John Francis, Jr.	Peabody
Goodwin, Ruth Childs	Swampscott
Hanscom, Lucy Densmore	Wakefield
Harrington, Teresa Elizabeth	Salem
Harvey, Gilman Clifton	Annisquam
Haskins, Anna Gertrude	Pittsfield
Holmes, Walter D. ¹	Chelsea
Kenney, Berniece Bailey ¹	Lynn
Kent, Edith Marion ¹	Essex
Killion, Mary Bernadette	Westwood
Law, Elizabeth	Foxborough
Lurie, Florence Libbie	Boston
McGrath, Katherine Isabel	Marblehead
Merrithew, Maude Evelyn	Cliftondale
Pendleton, Dorothy Ivalor	Haverhill
Poor, Jessie Elizabeth	Petersham
Ronan, John Clifford	Newburyport
Sawyer, Hortense Elizabeth	Ayer
Schein, Ethel Sarah	Chelsea
Tufts, Doris Marie	Malden
Walker, Alvine Clara	Gardner

¹ Was a member of the school less than three months.

Summary

Students of the elementary and intermediate departments . .	312
Special students, elementary department	4
Students of the commercial department	73
Special students, commercial department	16
	<hr/>
	405
Whole number of students from opening of school . . .	6,657
Whole number of graduates	3,558
Number of certificates for special course of one or two years .	135

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STATE NORMAL SCHOOL LEWIS, MASSACHUSETTS



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STATE NORMAL SCHOOL SALEM MASSACHUSETTS



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INSTRUCTORS

The Normal School

JOSEPH ASBURY PITMAN	PRINCIPAL
Pedagogy	
HARRIET LAURA MARTIN	Librarian. Library practice
JESSIE PUTNAM LEAROYD	English
CHARLES FREDERICK WHITNEY	Practical arts and fine arts
MARY ALICE WARREN	Physical training, physiology and hygiene
GERTRUDE BROWN GOLDSMITH, A.B., M.A.	Nature study, gardening, psychology
HELEN HOOD ROGERS	Children's literature, reading
FRED WILLIS ARCHIBALD	Music
HARRIET EMMA PEET	Literature, arithmetic
LOUISE CAROLINE WELLMAN	Secretary
SUMNER WEBSTER CUSHING, S.B., A.M.	Geography
CHARLES ELMER DONER	Penmanship
ETHEL ALMIRA MORSE, B.A.	Typewriting, correspondence, shorthand
GENORIE PALMER SOLOMON	Assistant, manual arts and physical training
ALEXANDER HUGH SPROUL, B.S., M.S.	Bookkeeping, commercial law, economics, history of commerce, pedagogy
ETHEL AUGUSTA ROLLINSON	Shorthand, bookkeeping, commercial arithmetic
FRANCES ALICE TERRILL	History and social science
CARRIE BERYL JOHNSON	Assistant, arithmetic and reading
LYMAN RICHARDS ALLEN, S.B.	Psychology
WALTER GEORGE WHITMAN, A.B., A.M.	General science
BERYL INGLIS, B.S.	Assistant, English and history
VERNA BELLE FLANDERS	Assistant, geography

The Training School

LYMAN RICHARDS ALLEN, S.B.	Director
ADOLPH ODIN CHRISTIANSEN, A.M.	Assistant to the director
Practical arts	
AMALIE KNOBEL	Grade 8
BERTHA MAYO AREY	Grades 7 and 6
MARY LILLIAN PERHAM	Grades 5 and 4
MARY ELIZABETH JAMES	Grades 3 and 2
GERTRUDE ISABEL BIGELOW	Grade 1 and kindergarten
ETHEL VERA KNIGHT	Kindergartner; assistant in primary grades
EDITH MARION CHILDS	Household arts; assistant in intermediate grades

The Farms School, Marblehead

EDITHA MAY GRANT	Ungraded
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Officers of the Salem Normal Association, 1913-1916

Mrs. FANNY FERN ANDREWS, Boston (Class LVII.)	<i>President</i>
Mrs. ALICE GATES OSBORN, Peabody (Class LXXII.)	<i>Vice-President</i>
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ALEXANDER H. SPROUL	
HARRIET E. PEET	
LOUISE E. MULLIGAN	} <i>Senior Class</i>
DAISY B. DRIVER	
CHARLES E. HOGAN	
J. CLIFFORD RONAN	} <i>Middle Class</i>
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GILMAN C. HARVEY	
HELEN J. MULLANE	} <i>Junior Class</i>
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THOMAS F. FLYNN	

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JOSEPH M. GILMORE	
	<i>Graduate</i>

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GENORIE P. SOLOMON	<i>Secretary and Treasurer</i>

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GLEE CLUB

IRENE C. M. TERRILL	<i>Secretary</i>
DAISY B. DRIVER	<i>Treasurer</i>
EDITH S. COGSWELL	<i>Librarian</i>

ORCHESTRA

HAROLD J. MILLETT	<i>Leader</i>
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CALENDAR FOR 1916-1917

Spring Recess

From close of school on Friday, February 25, 1916, to Monday, March 6, 1916,
at 9.30 A.M.

From close of school on Friday, April 28, 1916, to Monday, May 8, 1916, at
9.30 A.M.

Graduation Week, 1916

Saturday afternoon and evening, June 17, the class play

Tuesday morning, June 20, at 10.30 o'clock, graduation

Tuesday evening, June 20, reception of the graduating class

Wednesday evening, June 21, the class banquet

Saturday, June 24, triennial meeting of the Alumni Association

Beginning of School Year

Thursday, September 7, 1916, at 9.30 A.M.

Thanksgiving Recess

From Wednesday, 12.30 P.M., preceding Thanksgiving Day, to the following
Tuesday, at 9.30 A.M.

Christmas Recess

From 3 P.M. on Friday, December 22, 1916, to Monday, January 2, 1917, at
9.30 A.M.

Beginning of Second Half Year

Monday, January 29, 1917

Spring Recess

From close of school on Friday, February 26, 1917, to Monday, March 5, 1917,
at 9.30 A.M.

From close of school on Friday, April 27, 1917, to Monday, May 7, 1917, at
9.30 A.M.

Graduation

Tuesday, June 19, 1917, at 10.30 A.M.

Entrance Examinations

1916

Thursday and Friday, June 22 and 23

Tuesday and Wednesday, September 5 and 6

1917

Thursday and Friday, June 21 and 22

Tuesday and Wednesday, September 4 and 5

(For hours and order, see pages 16 and 17)

NOTE.— The daily sessions of the school are from 9.30 to 12 and from 1 to 2.25 o'clock. The time from 8.30 to 9.10 and from 2.30 to 3.30 o'clock is to be used for study by all students who are in the building. From 2.30 to 3.30 o'clock, all students are subject to appointments for conferences with members of the faculty at the discretion of the latter. Lectures before the entire school will frequently be held at this time. The regular weekly holiday of both the normal and the training school is on Saturday.

The telephone call of the normal school is Salem, 375; of the training school, Salem, 344.

The principal's residence is at 260 Lafayette Street, and his telephone call is Salem, 943.

STATE NORMAL SCHOOL

SALEM MASSACHUSETTS

AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore no student may be admitted to or retained in the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time permits and the claims of professional training demand. The subjects of the elementary curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of physiology and of psychology from a professional standpoint; the principles of education upon which all good teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

APPLICATION FOR ADMISSION

It is advisable that application be made soon after January 1, and that certificates be presented early in June. As far as possible, examinations should be taken in June.

Candidates who have been admitted to the school and who find that it will be impossible for them to enter, are expected to inform the office of their withdrawal, immediately.

No place will be held for a student who is not present at the opening of the session on Thursday, September 7, unless he has the previous permission of the principal to be absent on that day.

REQUIREMENTS FOR ADMISSION

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under A, B and C, amounting to fifteen units, ten of which units, however, must be in subjects under A and B and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.¹

A. *Prescribed Subjects.* — Three units.

- (1) English literature and composition 3 units

B. *Elective Subjects.* — At least seven units from the following subjects: —

(2) Algebra	1 unit
(3) Geometry	1 unit
(4) History ²	1, 2 or 3 units
(5) Latin	2, 3 or 4 units
(6) French	2 or 3 units
(7) German	2 or 3 units
(8) Physics	1 unit
(9) Chemistry	1 unit
(10) Biology, botany or zoölogy	$\frac{1}{2}$ or 1 unit
(11) Physical geography	$\frac{1}{2}$ or 1 unit
(12) Physiology and hygiene	$\frac{1}{2}$ or 1 unit
(13) General science	$\frac{1}{2}$ or 1 unit
(14) Drawing	$\frac{1}{2}$ or 1 unit
(15) Household arts	1 or 2 units
(16) Manual training	1 unit
(17) Stenography, including typewriting	1 or 2 units
(18) Bookkeeping	1 unit
(19) Commercial geography	$\frac{1}{2}$ or 1 unit
(20) Arithmetic	$\frac{1}{2}$ or 1 unit

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least five units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant,

¹ The Board of Education has ruled that not less than four recitation periods per week throughout the school year shall constitute one unit.

² History includes: Ancient; Mediæval and Modern; English; American History and Civics; and Current Events.

representing work in addition to that for which credit is gained by examination or certification.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under A and B. Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under C, and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for fifteen units by examination in the subjects listed under A and B.

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under A and B in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards the total of ten units under A and B. In addition to the units granted by certification candidates must present credentials for subjects under C.

V. *Admission of Special Students.* — (a) When in any normal school, or in any course therein, the number of students

entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students, and as special students, as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

REQUIREMENTS FOR ADMISSION TO THE COMMERCIAL DEPARTMENT

The requirements for admission to the prescribed course of four years are the same as for students who apply for admission to the elementary and intermediate departments.

Graduates of colleges, and graduates of normal schools who have had at least two years of satisfactory experience in teaching, may be admitted to special elective courses of one year.

Graduates of normal schools who have had no experience in teaching, graduates of private commercial schools who present either diplomas from approved high schools or the equivalent, and who have had at least one year's experience in teaching or in business, and other persons presenting evidence of proper fitness and at least two years of satisfactory experience in teaching or in business, may be admitted to special elective courses of two years.

Beginning with the class entering in September, 1915, it is a requirement for graduation from the commercial department that students shall have had the equivalent of one year's practical experience in commercial work not less than one year prior to the end of their school course, which, if obtained subsequent to the beginning of their normal school work, shall have been obtained under the general supervision of the commercial department.

Graduates from the full course will receive diplomas. Appropriate certificates will be awarded to special students who complete approved courses of study. Students who present full equivalents of prescribed courses may be admitted to advanced standing.

SCHEDULE OF ENTRANCE EXAMINATIONS

THURSDAY, JUNE 22, 1916

<i>Morning</i>		<i>Afternoon</i>	
8.30- 8.45	Registration	1.30-2.30	Geometry
8.45-10.30	English literature and composition	2.30-4.00	Latin, arithmetic
10.30-11.30	History	4.00-5.00	General science
11.30-12.30	Algebra		

FRIDAY, JUNE 23, 1916

<i>Morning</i>		<i>Afternoon</i>	
8.15- 8.30	Registration	1.30-2.30	Chemistry, physics
8.30- 9.30	Drawing, stenography	2.30-3.30	Physiology, bookkeeping
9.30-11.00	French, German, current events	3.30-4.30	Biology, botany, zoölogy
11.00-12.00	Physical geography, commercial geography	4.30-5.30	Household arts or manual training

TUESDAY, SEPTEMBER 5, 1916

<i>Morning</i>		<i>Afternoon</i>	
8.30- 8.45	Registration	1.30-2.30	Geometry
8.45-10.30	English literature and composition	2.30-4.00	Latin, arithmetic
10.30-11.30	History	4.00-5.00	General science
11.30-12.30	Algebra		

WEDNESDAY, SEPTEMBER 6, 1916

<i>Morning</i>		<i>Afternoon</i>	
8.15- 8.30	Registration	1.30-2.30	Chemistry, physics
8.30- 9.30	Drawing, stenography	2.30-3.30	Physiology, bookkeeping
9.30-11.00	French, German, current events	3.30-4.30	Biology, botany, zoölogy
11.00-12.00	Physical geography, commercial geography	4.30-5.30	Household arts or manual training

CONDITIONS OF GRADUATION

The satisfactory accomplishment of the academic work of the course does not constitute a complete title to the diploma of the school. The power of the student to teach — judged from his personality and his efficiency in practice teaching — is so important that one who is manifestly unable to do so will not be graduated, whatever his academic standing may be.

THE OBSERVATION AND TRAINING DEPARTMENT

The Commercial Department. — The necessary opportunity for observation and practice teaching for students in this department is afforded in the Newton Technical High School,

the Lynn English High School, and the high schools at Brockton, Canton, and Hamilton.

Business practice is obtained in the offices of several important firms and banks in Boston and Salem.

The Elementary and the Intermediate Departments. — In cooperation with the school committee of the city of Salem, the normal school maintains a training school, beginning with a kindergarten and fitting pupils for the high school. The training school is conducted in a new building especially designed for its purpose. Besides thirty classrooms it contains an assembly hall, a library, and rooms for woodworking, printing, bookbinding, and household arts.

In planning the instruction in this school the aim is to connect it as closely as possible with the work in the normal school, to the end that the methods of teaching here may exemplify the theory which the normal school students are taught. A large part of the instruction in the training school is either supervised or actually given by normal school teachers, and the work in the normal school in particular subjects, as well as in the theory of education, is based largely on directed observation in the training department.

The work of the supervising teachers in the training department includes responsibility for the progress and discipline of pupils and the continuity and efficiency of the lesson preparation and classroom instruction of the student teachers, subject to the general direction and advice of the director of the school.

Opportunity is provided for students who intend to teach in the first grade to observe in the kindergarten, in order that they may become familiar with the theory and methods of the kindergarten and its relations to the rest of the elementary school system. All students who wish it have the opportunity to teach in our model ungraded school in Marblehead. Arrangements have been made, also, for the seniors to gain a considerable amount of experience in teaching in the schools of Beverly, Brockton, Newton, and Salem.

CURRICULA FOR ELEMENTARY, INTERMEDIATE, AND COMMERCIAL DEPARTMENTS

A. Elementary Department

Designed primarily for students preparing to teach in the first six grades of elementary schools

A period is forty minutes in length

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
English Language 1 . . .	36	2	—	2 to 3 hours
English Language 8 . . .	12	3	—	2 to 3 hours
English Language 9 . . .	36	2	—	1½ hours
Literature 1	24	3	—	3 to 4 hours
Arithmetic 1	36	3	—	2 to 3 hours
Geography 1	36	4	Occasional field trips	4 hours
History and Social Science 1 .	36	2		—	2 hours
Music 1	36	1	—	1 hour
Music 4	36	1	—	None
Education 1	36	2	—	2 hours
Library Study	15	1	1	1 hour
Practical Arts 1	36	2	—	1 hour
Fine Arts 1				
Physical Education 1 . . .	36	3	—	None
<i>Second Year</i>				
English Language 2 . . .	26	2	—	2 hours
Literature 2	26	2	—	2 to 3 hours
History and Social Science 2 .	26	2	—	2 hours
Physical Education 4 . . .	26	2	—	2 hours
Music 2	26	1	—	1 hour
Music 4	26	1	—	None
Education 2	26	1	—	2 hours
English Language 10 . . .	26	2	—	1 hour
Nature Study	26	4	—	4 to 5 hours
General Science 1	26	2	—	2 hours
Practical Arts 2,	26	3	—	2 hours
Fine Arts 2				
Physical Education 2 . . .	26	3	—	None
Education 6	10	—	Entire time	15 hour

B. Intermediate Department

Designed for students preparing to teach in grades 7 and 8

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
Identical with first year of A				
<i>Second Year</i>				
English Language 3	26	2	—	2 to 3 hours
Literature 2	26	2	—	2 to 3 hours
Arithmetic 2	26	3	—	3 to 4 hours
Geography 2	26	4	Occasional field trips	4 hours
History and Social Science 3 .	26	2		—	2 hours
Music 3	26	1	—	1 hour
Music 4	26	1	—	None
General Science 2	26	4	—	4 hours
English Language 11	26	2	—	1 hour
Practical Arts 3	26	3	—	2 hours
Fine Arts 3				
Physical Education 3	26	3	—	None
Education 7	10	—	Entire time	15 hours
<i>Third Year</i>				
English Language 4	26	2	3	None
Literature 3	26	2	3	2 to 3 hours
Geography 3	26	3	—	5 hours
General Science 3	26	2	—	2 hours
History and Social Science 4 .	26	4	—	4 hours
Practical Arts 4	26	2	—	2 hours
Fine Arts 4				
Education 3	26	4	—	4 hours
Physical Education 5	26	2	—	2 hours
Music 4	26	1	—	None
Education 7	10	—	Entire time	15 hours

C. Commercial Department

Designed for students preparing to teach in high schools of commerce or commercial departments in high schools

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
English Language 5	36	2	1	2 hours
Shorthand 1	36	4	—	5 hours
Typewriting 1	36	5	—	None
History and Social Science 5 .	36	2	—	2 hours
Geography 4	36	2	—	2 hours
General Science 4	36	2	—	2 hours
Bookkeeping 1	36	2	—	3 hours
Bookkeeping 1a	36	1	—	1½ hours
English Language 12	36	1	—	1 hour
Physical Education 6	36	1	—	1½ hours
Music 4	36	1	—	None
<i>Second Year</i>				
English Language 6	36	2	Frequent conference	2 to 3 hours
English Language 7	36	1	—	1½ hours
Shorthand 2	36	3	—	4 hours
Typewriting 2	36	4	—	½ hour
History and Social Science 6 .	36	3	—	3 hours
Arithmetic 3	36	2	—	3 hours
Geography 5	36	2	—	2 hours
Bookkeeping 2	36	3	—	4½ hours
Education 4	36	3	—	3 to 4 hours
English Language 13	36	1	—	1 hour
Music 4	36	1	—	None
<i>Third Year</i>				
Business practice under the gen- eral supervision of the school				

Commercial Department — Concluded

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>Fourth Year</i>				
Literature 4	26	2	—	2 to 3 hours
Literature 5	26	2	—	2 hours
Shorthand 3	26	3	—	4 hours
Typewriting 3	26	3	—	2 hours
History and Social Science 9 .	26	2	—	2½ hours
History and Social Science 7 .	13	3	—	4 hours
History and Social Science 8 .	13	3	— ¹	4 hours
Geography 6	26	2	—	2 hours
English Language 14	26	1	—	1 hour
Bookkeeping 3	26	4	—	4½ hours
Education 5	26	2	—	2 hours
Music 4	26	1	—	None
Education 8	10	Entire time	—	—

¹ An afternoon every third week for studying a local industry first hand

Elective for One-year Special Course

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
Shorthand 4	26 to 36	5	—	8 hours
Shorthand 5	26 to 36	1	—	1½ hours
Typewriting 4	26 to 36	5	—	2 to 3 hours
Bookkeeping 4	26 to 36	2	—	2 hours
Bookkeeping 4a	26 to 36	2	—	2 hours]

¹ Second half year

Courses for elementary school teachers are marked A; for intermediate school teachers, B; for commercial teachers, C.

ENGLISH LANGUAGE

English Language 1. (A, B) Language lessons and composition in the first six grades. Discussion, reading, written work, criticism, conference. Miss LEAROYD and Miss INGLIS.

First year. Two recitations and two to three hours of preparation weekly.

Individual training in clear and effective speech and writing; principles of language studied chiefly as a foundation for teaching; aims and methods in teaching English; type lessons.

English Language 2. (A) Teaching of English in the first six grades. Discussion, reading, written work, conference. Miss LEAROYD and Miss INGLIS.

Second year. Two recitations and two hours of preparation weekly.

Definite lesson plans for each grade, illustrating different lines of work; practice in adapting stories and other material for use in schools; study of good language books and books on the teaching of English.

English Language 3. (B) Composition. Discussion, reading, themes, criticism, conference. Miss LEAROYD.

Second year. Two recitations and two to three hours of preparation weekly.

Aim: to give systematic and advanced instruction in English and training in oral and written composition. Narration, description, exposition, grammar.

English Language 4. (B) Teaching of English in grades 7 and 8. Miss LEAROYD.

Third year. Two recitations and two to three laboratory periods weekly.

Discussion of subject-matter and methods of training in use at present; selection and organization of material to accomplish definite aims; a systematic and typical course of lessons worked out for one of the upper grades.

English Language 5. (C) Rhetoric and composition. Themes, criticism, dictation, correction of papers, conference. Miss LEAROYD.

First year. Two recitations, one laboratory period, and two hours of preparation weekly.

Study of the paragraph, the sentence (including grammar); words; the study of models; oral and written composition; spelling and definition; punctuation and capitalization. Aims: clear thinking and effective speech and writing.

English Language 6. (C) Exposition, description, narration.
Miss LEAROYD.

Second year. Two recitations and two to three hours of preparation weekly, and frequent conferences.

Collecting and organizing material and presenting it in oral or written form. Reading specimens of prose composition, short stories, magazines. Many short and frequent long themes; training in securing and holding the attention of the class by reading aloud, giving abstracts of stories and of other reading, criticism, etc. Correct use and practice in dictation. Aims: clear, full and interesting presentation.

English Language 7. (C) Business English and correspondence. Miss MORSE.

Second year. One recitation and one and one-half hours of preparation weekly.

Aim: to give the student a thorough training in business letter-writing, as well as to acquaint him with the important details of office work. The work of the second half year is constructively critical in nature, and terminates with the strictly professional work of the course.

English Language 8. (A, B) Methods of teaching reading in the first three grades. Miss ROGERS.

First year. Twelve weeks, three recitations, two to three hours of preparation, conference, or observation weekly.

A course dealing with the "learning to read" stage, and phonetics.

English Language 9. (A, B) Oral reading. Miss ROGERS and Miss —.

First year. Two recitations and two hours of preparation weekly.

Aims: to give students training in oral reading and story telling; and to lead them to study, observe, and discuss methods of teaching reading in grades 4, 5, and 6.

English Language 10. (A) Practice and methods course in penmanship for teachers of the first six grades. Mr. DONER.

Second year. Two recitations and one hour of preparation weekly.

Aim: to train students to write well on paper and on the blackboard, in order that they may possess the skill required to teach penmanship in the first six grades. Demonstration lessons before classes are required which give the student confidence and ability to teach. Class discussion of the best methods for securing maximum of results in the minimum of time.

English Language 11. (B) Practice and methods course in penmanship for teachers in grades 7 and 8. Mr. DONER.

Second year. Two recitations and one hour of preparation weekly.

Aims and methods as in Penmanship 1.

English Language 12. (C) Beginner's course in penmanship. Mr. DONER.

First year. One recitation and one hour of preparation weekly.

Aim: to develop letter-form and freedom of movement.

English Language 13. (C) Advanced course in penmanship to perfect form and control of movement. Mr. DONER.

Second year. One recitation and one hour of preparation weekly.

Training to write well on paper and on the blackboard.

English Language 14. (C) Methods course in penmanship for teachers in commercial departments of high schools and for supervisors of penmanship in the grades. Mr. DONER.

Fourth year. One recitation and one hour of preparation weekly.

Blackboard writing; pupils required to give demonstration lessons before class; class discussion of the best methods for securing results.

LITERATURE

Literature 1. (A, B) Children's literature. Miss ROGERS.

First year. Twenty-four weeks, three recitations and three to four hours of preparation or observation weekly.

Aims: to lead to an acquaintance with and appreciation of subject-matter; to give an opportunity to study its use in the first six grades of the elementary school; and to give practice in selecting and organizing material for use in these grades.

Literature 2. (A, B) Appreciation of literature. Miss PEET.

Second year. Two recitations and two to three hours of preparation weekly.

The course covers the study of current magazines; a comparison of present-day and Victorian novels; a study of three great poets, including a contemporary one; a brief study of the modern drama. Each student chooses his own subject and writes during the year four long themes suggested by the main topics of the course.

Literature 3. (B) Teaching of literature in the seventh and eighth grades. Miss PEET.

Third year. Two recitations, three conferences and two to three hours of preparation weekly.

This course, which takes up methods of classroom work, embraces studies in poetry, in popular stories and standard books, together with the means of arousing in children an appreciation for literature and of cultivating in them the habit of reading good books.

Literature 4. (C) General literature. Miss PEET.

Fourth year. Two recitations and two to three hours of preparation weekly. Occasional papers.

Aim: to arouse a keener appreciation and enjoyment of good literature. The various literary types are studied with their best representative authors, and some attention is given to historical development. Works of authors of admitted superiority are used to establish a standard of comparison, and these are followed by a study of contemporary writers.

Literature 5. (C) Commercial literature. Mr. CUSHING.

Fourth year. Two recitations and two hours of preparation weekly.

A study is made of the best of the current literature that deals with commercial and industrial conditions and activities. It is believed that some of the literature of this field is worthy of developing an appreciation for literature in general; at the same time it acquaints the student with the problems, ideals and significance of the wide field of commerce, in order that he may become a more intelligent high school teacher of commercial subjects.

ARITHMETIC

Arithmetic 1. (A, B) Methods of teaching primary arithmetic. Miss PEET and Miss —.

First year. Three recitations and two to three hours of preparation weekly.

This course takes up methods of teaching arithmetic to children in the first six grades of the elementary school. Such topics as the following are studied: aim of work; development of the idea of number; logical and psychological arrangement of subject-matter; outlining topics; preparation of lessons; means of securing skill in computing; studies in application.

Arithmetic 2. (B) Methods of teaching arithmetic in the intermediate school. Miss PEET.

Second year. Three recitations and three to four hours of preparation weekly.

This course consists of studies in business and industrial applications of arithmetic, and prepares students to teach in the seventh and eighth grades.

Arithmetic 3. (C) Commercial arithmetic, advanced course.

Miss ROLLINSON.

Second year. Two recitations and three hours of preparation weekly.

The course is designed to give a review of elementary principles in arithmetic, the application of these principles to commercial work, and methods of handling the subject in high schools.

LIBRARY STUDY

Library study. (A, B) A course in the technical knowledge and use of libraries. Miss MARTIN.

One-half of first year. One recitation, one laboratory or conference period and one hour of preparation weekly.

Aims: to bring students into close touch with the school library, show its resources and train to their efficient use; to encourage observation and practice in the home public library; to develop and foster the right attitude towards books and libraries. Topics: decimal classification; arrangement on the library shelf; card catalogue; magazine index; book index and table of contents; reference books; investigation of a subject in a library; government publications; book selection and buying; the general principles of classification and cataloguing; relations between the public library and the public school.

GEOGRAPHY

Geography 1. (A, B) Mr. CUSHING and Miss FLANDERS.

First year. Four recitations, with regular field and laboratory work, and four hours of preparation weekly.

First half year. General course, consisting of a study of soils, relief, weather, and climate in relation to people, in the vicinity of Salem and in distant lands. Aim: to develop a fund of geographic knowledge that will serve as a background for teaching earth sciences.

Second half year. Methods course to prepare teachers for the first six grades. A study is made of the content of home geography, the plan of a course of study, methods of developing the subject-matter of geography in the successive grades, and the use of textbooks, collateral reading and illustrative material.

Geography 2. (B) Continental and commercial geography. Mr. CUSHING and Miss Flanders.

Second year. Four recitations and four hours of preparation weekly, with occasional field, commercial and industrial trips.

Aim: to prepare teachers for the intermediate school. A study is made of North America, South America, Eurasia and home and world commercial geography. A wide range of treatment is suggested and discussed with reference to the need and capacity of the pupil. Acquaintance is made with all of the modern textbooks, readers and manuals, and with other supplementary material.

Geography 3. (B) Advanced methods course in geography. Mr. CUSHING.

Third year. Three conferences, five hours of preparation and occasional teaching lessons in the training school. Prerequisites, Geography 1 and Geography 2.

Aim: to fit students to become teachers of geography in the upper grades. Problems of school geography are intensively considered. A study is made of life in type climatic and relief regions of the world, of selected problems in political and economic geography, of the geography of cities and of Massachusetts. Each student is required to teach a unit of the subject in at least four grades.

Geography 4. (C) Physiography. Mr. WHITMAN.

First year. Two recitations and two hours of preparation weekly.

A study of general science in its relation to the arts and industries, particularly those within the immediate environment of the students. Frequent reports are made upon individual or group excursions and investigations. The course is closely related to that in industrial geography.

Geography 5. (C) Commercial geography. Mr. CUSHING and Miss FLANDERS.

Second year. Two recitations and two hours of preparation weekly; occasionally an afternoon for the study of actual commercial units, such as harbors, railroads and industrial plants. Prerequisite, Geography 4.

An intensive study is made of the representative conditions and commodities of commerce of Salem, Boston and vicinity, with special emphasis upon their relation to geographic factors. With this as a basis, world commerce is studied with the help of numerous textbooks, general reference books, museum specimens, pictures, etc. The needs of high school pupils are considered, and courses are outlined and methods discussed to meet them.

Geography 6. (C) Industrial geography. Mr. CUSHING.

Fourth year. Two recitations and two hours of preparation weekly, with an afternoon every third week for studying a local industry at first hand.

The course considers industries and their geographical relations; their location; source of power; character of labor; geographical destination and transportation of their finished products; and processes as far as they help explain the need of certain raw materials or indicate the need of the consumers in certain environments. A study is made of the industrial rank of nations. The course is particularly designed to prepare students to teach commercial geography in the industrial centers of New England. The geography of many industries is studied by means of motion pictures.

HISTORY AND SOCIAL SCIENCE

History and Social Science 1. (A, B) Problems in government and methods in teaching history and social science. Miss INGLIS.

First year. Two recitations and two hours of preparation weekly.

First half year. Aim: to develop "historical mindedness" by the study of the aims and methods of the modern historian; to bring the student into close contact with the great masterpieces of historical writing, and to acquaint the future teacher with the material available for making the past real. Reading in the standard histories and biographies and in suitable "sources", with discussion of ways of using this material in the first six grades, special emphasis on local history with field trips to places of historical interest, and dramatization as a means of making the past real.

Second half year. Aim: to create the foundation of knowledge on which good citizenship rests and to develop civic initiative in the student; to show how to teach the subject in the first six grades, objectively and practically. Observational trips by classes to various public buildings, especially the council chamber in the city hall, the polling booths and registration rooms, and the court room, are made the basis for textbook lessons.

History and Social Science 2. (A) American history and methods in teaching history and social science. Miss TERRILL.

Second year. Two recitations and two hours of preparation weekly.

Aim: to prepare teachers for the first six grades of the elementary schools. The aims, materials and methods of presentation are examined. Practical work in the preparation and criticism of lesson plans; reports and discussions of contemporaneous magazine and newspaper articles; presentation of simple dramatized scenes from American and European history; observational trips to places of historical interest in Salem.

History and Social Science 3. (B) American history and methods in teaching history and social science in the intermediate school. Miss TERRILL.

Second year. Two recitations and two hours of preparation weekly.

A study of early American history with related units of general history. Extended collateral reading is given to develop the student in historical methods, and the pedagogy of history for the intermediate school is begun.

History and Social Science 4. (B) American history and methods in teaching history and social science in the intermediate school. Miss TERRILL.

Third year. Four recitations and four hours of preparation weekly.

To give the student a surer grasp of present-day social, economic, and political problems, a more intensive study is made of recent American history and government with their European background. Methods of teaching history and social science in the seventh and the eighth grades are continued.

History and Social Science 5. (C) Economic and industrial history of Europe. Miss TERRILL.

First year. Two recitations and two hours of preparation weekly.

By a survey of the history of Europe from the eve of the Middle Ages to the present time an attempt is made to give a basis for the understanding of present social, political and economic conditions of modern States.

History and Social Science 6. (C) Economic and industrial history of the United States. Miss TERRILL.

Second year. Three recitations and three hours of preparation weekly.

Aim: to acquaint the student with the social, political and economic development of the United States during the nineteenth and twentieth centuries, and, by a detailed study of the nation's government, to bring to him a realization of the growing organization, ideals and functions of that government.

History and Social Science 7. (C) History of modern commerce. Mr. SPROUL.

First half of fourth year. Three recitations and four hours of preparation weekly.

Aim: to promote a proper understanding of the value of commerce to national and individual life. The course includes a study of present-day tendencies in commerce and allied fields. The laboratory method is used where possible.

History and Social Science 8. (C) Economics. Contemporary economic problems. Mr. SPROUL.

Second half of fourth year. Three recitations and four hours of preparation weekly.

A study of economics, based on present-day problems, carried on through type studies, current literature and personal investigation.

History and Social Science 9. (C) Commercial law. Mr. SPROUL.

Fourth year. Two recitations and two and one-half hours of preparation weekly.

An inductive study of the application of the principles of justice to ordinary commercial relationships, aiming to develop a judicial habit of mind in the consideration of business affairs, and to acquaint the pupil with some of the more common requirements of business laws.

MUSIC

Music 1. (A, B) Elementary music. Mr. ARCHIBALD.

First year. One recitation and one hour of preparation weekly.

Voice training, sight reading, ear training, and writing of symbols used to represent the time and tune of music. The subject-matter of this course is practically the work of the first six grades of the elementary school.

Music 2. (A) Mr. ARCHIBALD.

Second year. One recitation and one hour of preparation weekly.

Aim: to familiarize the students with the music work of the first six grades, and to acquaint them with the best ways of presenting the problems. The child voice, song interpretation, part singing are some of the topics discussed. Outlines of the grade work are given and teaching plans of the principal subjects are made. Melody writing as a means of illustrating the various problems is required.

Music 3. (B) Mr. ARCHIBALD.

Second year. One recitation and one hour of preparation weekly.

In addition to the work of Music 3 is required the study of the problems developed in three and four part singing, and in the boy's changing voice and its development.

Music 4. (A, B, C) Music appreciation and general singing.

Mr. ARCHIBALD.

Required of all members of the school. One recitation weekly throughout the course.

Programs of folk songs and dances, art songs and composers are prepared and presented by students. The Victrola and pianola are used in this work. During the year several concerts and lectures are given by people well known in the musical world. Singing of standard choruses.

EDUCATION

Education 1. (A, B) Applied psychology and pedagogy. Mr.

ALLEN.

First year. Two recitations and two hours of preparation weekly.

A study of the mind as familiar in every-day life and in the schoolroom, leading to ideas of development in body and mind, and of purposeful guidance in that development as the work of education; modes of learning discovered are applied practically to processes of teaching and management; directed observation in the training school to demonstrate processes of instruction, the planning

of lessons and the reasons underlying; types of lessons, principles of class and school management, measurement, supervision, general and special aims of education. This course is planned in immediate preparation for intelligent practice teaching in the senior year and general preparation for later professional work.

Education 2. (A) Pedagogy. Mr. PITMAN.

Second year. One recitation and two hours of preparation weekly.

General and specific aims of education; discussion of current educational problems; school administration, including classroom management; school laws of Massachusetts.

Education 3. (B) Pedagogy. Mr. PITMAN.

Third year. Four recitations and four hours of preparation weekly.

Contemporaneous problems in elementary education; special investigations and reports; school administration.

Education 4. (C) Elementary psychology. Miss GOLDSMITH.

Second year. Three recitations and three to four hours of preparation weekly.

The course aims to give an understanding of the fundamental laws which govern mental activity, and, by attention to the processes by means of which knowledge is obtained and formulated, to lay a foundation for the course in pedagogy.

Education 5. (C) Pedagogy and its application in commercial teaching. Mr. SPROUL.

Fourth year. Two recitations and two hours of preparation weekly.

A course preparing for the teaching of commercial subjects; general methods and methods of teaching the special subjects, covering briefly the history, function and scope of commercial training in the high school.

Education 6. (A) Practice teaching.

Second year. Ten weeks, thirty periods weekly.

Education 7. (B) Practice teaching.

Second and third year. Ten weeks, thirty periods weekly.

Education 8. (C) Practice teaching.

Fourth year. Ten weeks, thirty periods weekly.

PRACTICAL ARTS AND FINE ARTS

Practical Arts 1. (A, B) A course dealing with simple projects in industrial arts. Mr. WHITNEY and Miss SOLOMON.

One-half of first year. Two recitations and one hour of preparation weekly.

Aims: to train teachers for the first six grades of elementary schools along practical and industrial lines; to give the ability to make, read and apply simple structural drawings and patterns; to use simple hand tools; and to apply this knowledge to other studies in the curriculum. There is frequent observation of the work in the training school, visits to shops, gardens, etc.

Fine Arts 1. (A, B) A course in drawing, color, design and art appreciation. Mr. WHITNEY and Miss SOLOMON.

One-half of first year. Two recitations and one hour of preparation weekly.

The course is designed to create and foster a knowledge and appreciation of art. There is frequent observation of teaching and methods in the training school. The illustrative work is closely related to other studies in the curriculum. A general review of work experienced or observed in the public schools is included.

Practical Arts 2. (A) A course dealing with elementary projects in such lines as bookbinding, pottery, weaving, etc. Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

As in the previous course the aims are: the ability to make, read and apply structural drawings and patterns to the actual construction of simple projects; the ability to teach such work in the first six grades in the elementary schools; to appreciate purpose and fitness and good structural design; and to apply these to all industrial work.

Fine Arts 2. (A) A course in drawing, color, design, art appreciation and methods of teaching. Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

Aims: to prepare teachers for the first six grades of elementary schools and to cultivate taste and art appreciation. Courses of study are planned and methods of teaching are studied and applied in the actual work in the training school. Blackboard sketching is applied in other studies in the curriculum.

Practical Arts 3. (B) Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

Same as Practical Arts 2, except that the course consists of more advanced projects, adapted to grades 7, 8 and 9; observation and practice in sewing, cooking, modeling and gardening for the women; and in printing, woodworking and gardening for the men.

Fine Arts 3. (B) Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

This course includes harmonics of color to be applied to school projects, the interior of the schoolroom or home; plans and color schemes for flower gardens, etc.; decorative and applied design; pictorial drawing involving principles of foreshortening and convergence; picture study; nature drawing; and black-board sketching.

Practical Arts 4. (B) Intended to familiarize the pupil with the courses of study, methods and demands made upon teachers in the intermediate school. Mr. WHITNEY.

One-half of third year. Two recitations or shop periods and two hours of preparation weekly.

Observation and practice in mechanical drawing, bookbinding, modeling and printing. The school and home gardens are planned, drawings made to scale and the color schemes applied.

Fine Arts 4. (B) Methods and practice for students preparing to teach in the higher grades in elementary schools. Mr. WHITNEY.

One-half of third year. Two recitations and two hours of preparation weekly.

Aims: to offer a general survey of the history of architecture, sculpture and painting; to familiarize the pupils with the work required in the higher grades along the lines of drawing, applied design, nature work, etc. The course comprises the preparation and dyeing of papers, reeds and fabrics for the work in practical arts; the making and application of good designs in form and decoration; the drawing of trees, plants and details studied in the nature course; and the drawing of simple objects and groups in outline, mass and color. The major part of the course is devoted to definite school projects, methods and practice teaching.

Practical Arts 5. (A) Gardening 1. Miss GOLDSMITH.

Second year. Comprising the work in nature study for the spring months.

Aim: to give practical experience in garden work and acquaint the student with methods and devices for carrying on school and home gardens.

Practical Arts 6. (B) Gardening. Mr. Christiansen.

A garden, comprising half an acre, is worked on the community basis, and is planted entirely to vegetables, which are sold to families living in the vicinity of the school and to local dealers. This garden is planted, cared for, and the products harvested and marketed, by the boys of the seventh and eighth grades.

The men of the senior class are expected to observe and direct the work.

PHYSICAL EDUCATION

Physical Education 1. (A, B) Physical training. Miss WARREN and Miss SOLOMON.

First year. Three periods weekly.

This course is designed to improve the physical condition of the student. It includes plays and games and methods of teaching them, with emphasis on the learning of the games and playing them. Folk dancing and corrective exercises are important features of the work.

Physical Education 2. (A) Physical training. Miss WARREN.
Second year. Three periods weekly.

This course aims to prepare the student to teach such exercises as may be used in the first six grades of the elementary schools, as story plays, folk dancing and both outdoor and indoor games.

Physical Education 3. (B) Physical training. Miss WARREN.
Second year. Three periods weekly.

Teaching lessons in folk dancing and games suitable for upper grades are prepared by the students. Some time is devoted to formal gymnastic work. Opportunities to supervise groups of children in the playground and in the gymnasium and to do some corrective work are utilized.

Physical Education 4. (A) General hygiene. Miss WARREN.
Second year. Two recitations and two hours of preparation weekly.

Discussion of methods frequently takes the place of the recitation. The teaching of hygiene in a normal school has a twofold purpose, — to help the student to realize how he may maintain in his own body the highest possible working efficiency, and to train him to present the subject to children in such a manner as to bring about a marked improvement in their standard of health.

Physical Education 5. (B) Hygiene and sanitation. Miss WARREN.
Third year. Two recitations and two hours of preparation weekly.

Aim: to train students to present those phases of hygiene and sanitation which can best be understood by pupils in the upper grammar grades. Emphasis is placed upon public health problems, as milk and water supply, housing, sewage disposal and infectious diseases. Attention is also given to the intelligent treatment of emergency cases.

Physical Education 6. (C) Personal hygiene. Miss WARREN.

First year. One recitation and one and one-half hours of preparation weekly.

The purpose of the course is to aid the student to form right habits of living and to furnish accurate knowledge of social hygiene, including personal, family, city, State and industrial hygiene.

GENERAL SCIENCE**Nature Study. (A) Miss GOLDSMITH.**

Second year. Four recitations and four to five hours of preparation weekly.

Occasional papers. Laboratory work given in place of regular preparation or recitation at the discretion of the instructor. The course is intended to give first-hand, working knowledge of the plants and animals of the locality and fit the students to teach nature study in the first six grades. Birds, insects, common mammals, trees, flowers, fruits, seeds, and germination are among the subjects taken. Soils, tillage and fertilizers are studied as an introduction to garden work. Project work is done in as far as it seems practical under present conditions.

General Science 1. (A) Mr. WHITMAN.

Second year. Two recitations and two hours of preparation weekly.

The course is intended to afford a broad outlook over the field of general science, and an insight into the ways in which science is useful to man. Students report to the class the results of their own individual study. The project method is employed. The library offers a good supply of science books and periodicals. Laboratories and apparatus are available for students to pursue their projects experimentally. Students are encouraged to demonstrate before the class with apparatus. Reports on excursions to study practical applications of science in the arts and industries, are made by individual students.

It is recommended that students put the major part of their time upon those science projects which are of special interest to them, or which they have exceptional opportunities to study. The natural interest of different individuals will, when brought together, give a course which covers the home, the school, public utilities, industries, and the world of nature. The course is determined largely by the students' interests and environment.

General Science 2. (B) Mr. WHITMAN.

Second year. Four recitations and four hours of preparation weekly.

The general plan of this course is like that of General Science 1, but the projects chosen for work are in the main those which would interest and be of value to pupils in the seventh and eighth grades. The projects are treated however, from the adult viewpoint. Both demonstration work and the preparation of charts useful in teaching are required of each student.

General Science 3. (B) Mr. WHITMAN.

Third year. Two recitations and two hours of preparation weekly.

This course is chiefly of a professional nature. The students prepare lessons suitable for the seventh and eighth grades, and have some practice teaching in the training school and in other schools with which the normal school is affiliated. Students are expected to prepare a personal equipment consisting of charts, a collection of pictures, and other teaching devices. The chief aim of the course is to find for general science the same useful place in the grades that has already been established for nature study.

General Science 4. (C) Mr. WHITMAN.

First year. Two recitations and two hours of preparation weekly.

A study of general science in its relations to the arts and industries, particularly those within the immediate environment of the students. Frequent excursions, investigations and reports. The course is closely related to that in industrial geography.

SHORTHAND**Shorthand 1. (C) Benn Pitman. Introductory course. Miss ROLLINSON.**

First year. Four recitations and five hours of preparation weekly.

Principles of the system are mastered, keeping the professional side in view and a fair amount of speed in new matter is acquired.

Shorthand 2. (C) Benn Pitman. Intermediate course. Miss ROLLINSON.

Second year. Three recitations and four hours of preparation weekly.

Principles are reviewed thoroughly, speed work is continued, and classics, which are written in shorthand, are read and studied.

Shorthand 3. (C) Benn Pitman. Methods course. Miss ROLLINSON.

Fourth year. Three recitations and four hours of preparation weekly.

Aim: to present the best methods of teaching shorthand. This includes a study of pedagogical works on the subject of shorthand, observation teaching, plan work and training. Comparison of texts and systems also enters into this course.

Shorthand 4. (C) Benn Pitman. Miss MORSE. For special students who are admitted to a one-year course. Five recitations and eight hours of preparation weekly.

A brief but comprehensive course in the Benn Pitman system, including a thorough training in the principles of the system, together with parallel discussions of the methods to be employed in their presentation.

Shorthand 5. (C) Gregg. Miss ROLLINSON. Elective for students who have already completed a course in Gregg shorthand.

One recitation and one and one-half hours of preparation weekly. The course consists of a review of principles with the professional idea in mind, speed dictation and method work.

TYPEWRITING

Typewriting 1. (C) Foundation course for beginners. Miss MORSE.

First year. Five laboratory periods weekly.

Aim: to make of each student an accurate touch operator, at the same time acquainting him with the fundamentals of letter-writing. Simple accuracy tests are held during the second half year.

Typewriting 2. (C) Advanced course. Miss MORSE.

Second year. Four laboratory periods and one-half hour of preparation weekly.

The work of this course supplements that of Typewriting 1, emphasis being laid on speed as well as accuracy in work done. Accuracy and speed tests are held throughout the year.

Note. — The speed tests given are the regular award tests offered by the different typewriter companies, and students passing them receive certificates or medals.

Typewriting 3. (C) Methods course. Miss MORSE.

Fourth year. Three periods, recitation and laboratory, and two hours of preparation weekly.

This course discusses the work of Typewriting 1 and Typewriting 2 from the professional viewpoint. General methods are considered, textbooks are examined and criticized, courses of study, adapted to different groups of students are planned.

Typewriting 4. (C) Miss MORSE.

For special students who are admitted to a one-year course. Five periods, laboratory and recitation, and two to three hours of preparation during the second half-year.

This course covers the work of Typewriting 1, 2 and 3, and is so planned as to make it possible for either a beginner or an advanced student to complete the required amount of work in one year.

BOOKKEEPING

Bookkeeping 1. (C) Introductory course. Miss ROLLINSON.

First year. Two recitations and three hours of preparation weekly (taken in conjunction with Bookkeeping 1a).

Aim: to teach elementary principles and bookkeeping routine.

Bookkeeping 1a. (C) Principles of accounts. Mr. SPROUL.

First year. One recitation and one and one-half hours of preparation weekly (taken in conjunction with Bookkeeping 1).

The course develops the principles of debit and credit, various expedients for recording transactions, theory and purpose of the account, and instructs the pupil in the formulation of the usual business statements.

Bookkeeping 2. (C) Advanced course. Mr. SPROUL.

Second year. Three recitations and four and one-half hours of preparation weekly.

Special attention is given to principles underlying the construction of accounts and their classifications, and the preparation and interpretation of business statements to show condition and progress of the business. The application of accounts to varied lines of work undertaken, elements of cost accounting and variations due to form of organization are studied.

Bookkeeping 3. (C) Elementary accounting. Mr. SPROUL.

Fourth year. Four recitations and four and one-half hours of preparation weekly.

Comprehensive study of balance sheets and statements of various kinds; detailed consideration of assets and liabilities, depreciation, reserves, surplus, capital and revenue expenditures, statements of affairs, deficiency account, realization and liquidation statements; also, study of accounts of nontrading concerns, as societies, clubs, etc. The course closes with instruction in methods of teaching bookkeeping in high schools.

Bookkeeping 4. (C) Elementary bookkeeping and methods of teaching. Miss ROLLINSON.

For special students who are admitted to a one-year course. Two recitations and two hours of preparation weekly (taken in conjunction with Bookkeeping 4a).

A course combining instruction in bookkeeping principles and practice with instruction in methods of presentation in high schools.

Bookkeeping 4a. (C) Theory of accounts. Mr. SPROUL.

For special students who are admitted to a one-year course. Two recitations and two hours of preparation weekly (taken in conjunction with Bookkeeping 4).

Similar to Bookkeeping 1a, but the maturity of the pupil and additional time permit of more extended and comprehensive work.

LECTURES AND CONCERTS

The following lectures and concerts have been given at the school since the issue of the last catalogue:—

The meaning of education	Professor Ernest C. Moore
Color	Professor Walter Sargent
The common fly	Professor Edwin S. Morse
General science	Professor John F. Woodhull
Militarism	Dr. Nathan C. Schaeffer
Turkey and the Turks	Professor Ellsworth Huntington
Commercial education	Frank V. Thompson
Memorial Day address	Mr. Henry Whittemore
Commencement address: The fine art of living	Dr. George A. Gordon
Concert	Durell String Quartet
Song recital	Mr. F. Morse Whemple
Opera talks	Mr. Havrah Hubbard
Jewels of the Madonna	
Meistersinger	

Motion Picture Exhibitions and Lectures

During the last two years the school has been utilizing motion pictures in attaining educational ends. Nearly every subject taught in the school is served by these pictures. The fields of geography are particularly well covered. Exhibitions and lectures are given almost weekly. Talks on the motion pictures are given usually by members of the faculty, but occasionally they are given by lecturers from outside the school. A representative series from the 1915-1916 program follows:

Science subjects

Yellowstone National Park

Glacier National Park

Industrial subjects

The making of white lead

The making of automobiles

The making of paper

The making of silverware

Agricultural subjects

Growing hemp in Australia

Growing tea in Ceylon

Transportation subjects

Panama Canal

Transshipping freight

Literature subjects

Dickens' Christmas Carol

Hansel and Gretel

General travel subjects

Trips through the various South American Republics

Picturesque Norway

Along the Adriatic Coast

THE ART CLUB

Students have frequently expressed a desire for a further study of art than the regular course affords. For this reason, members of the faculty and students have organized an art club, meeting at least twice in the month for the study of art in various phases. This study includes papers by the members on the schools of painting; visits to the Museum of Fine Arts, the Boston Art Club, and other art galleries; visits to places of historic interest; out-of-door sketching; and advanced work along industrial lines.

THE MUSICAL CLUBS

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra of stringed instruments is also one of the musical activities of the school.

Tickets for the concerts of the Boston Symphony Orchestra are obtained for students upon application.

THE MANAGEMENT OF THE SCHOOL

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others.

The teachers aim to be friends and leaders. They do not withhold advice, admonition and reproof, when needed; but their relations in these respects are usually with individuals instead of with classes, and are of the most helpful and generous nature. Those students who, after full and patient trial, are found unable to exercise self-control and unworthy of confidence, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who through no fault of their own, but in consequence of conspicuous inaptitude, or physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal and two other members of the faculty, and members chosen by each of the several classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

Regulations

1. Regular and prompt attendance at all sessions of the school is expected of every student. Those who find it necessary to be absent for more than a single day should so inform the principal. For all avoidable absence — including that for teaching as substitutes — the permission of the principal must be obtained in advance.

2. Students who are withdrawing from the school must inform the principal of their decision, and must return all the books and other property of the school which are charged to them. Those who fail to do so promptly must not expect any recommendation or indorsement from the school.

3. Any property of the school which is lost or seriously injured by students must be paid for by them.

4. Although the school has no dormitories, it recommends to students who are to live away from their homes several houses in Salem where board and room may be obtained at reasonable prices. These houses, in addition to being suitable

in other respects as homes for students, meet the following conditions which are prescribed by the State Board of Education: They receive no boarders other than students and instructors of the normal school; the same house does not receive both men and women students; the number of students in any one house is limited to the family group of eight.

All students who board away from their homes during their membership in the school are required to live in the houses recommended by the school. Exceptions to this rule may be made for those whose parents wish them to live with relatives or personal friends, but in such cases the parents must inform the principal of the school of the circumstances, in writing, and receive his approval. No change in boarding place may be made by any student without the previous consent of the principal.

Students living in groups in approved houses are expected to form habits which are to the advantage of their own work and that of their companions. The hours from seven to nine-thirty in the evening should be observed as a period of study. Except under unusual conditions, lights should be out by ten o'clock. If students find it necessary, for any reason, to be absent from the house for an evening they should inform their landladies of their plans.

Those who receive our students into their homes must, of necessity, assume responsibility for their conduct in the same measure as would be required of teachers in charge of a dormitory. They are therefore expected to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered improper in a well-regulated dormitory.

Expenses, Aid, Loan Funds

Expenses. — Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of fifty dollars per year, of which sum one-half is due September 7 and the other half Febru-

ary 1. Textbooks and supplies are free, as in the public schools. Articles used in school work which students desire to own will be furnished at cost. The expense of board for two students rooming together, within easy distance of the school, is from \$5.50 each per week upward.

School Restaurant. — A restaurant is maintained in the building, in which is served at noon each school day a good variety of wholesome and attractive food at very reasonable prices.

State Aid. — To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished to residents of Salem, nor during the first half year of attendance at the school.

Loan Funds. — Through the generosity of members of the faculty and graduates of the school several funds have been established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the Students' Benefit Fund are other funds, founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Prof. Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; and to Dr. Walter P. Beckwith, principal from 1895 to 1905. The total amount of money now available is about three thousand dollars. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

Employment for Graduates

The increase in the number of normal school graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers, but even at the present time they constitute less than seventy per cent. of all the teachers in the State, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. Although the school does not undertake to guarantee positions to its students, it is a fact that graduates of any department are rarely without positions three months after graduation. The principal takes pleasure in assisting them to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities. He also wishes to be kept informed concerning the degree of success in teaching of former students.

Scholarships for Graduates

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States.

Notices to School Officials

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the buildings and equipment, or to attend the exercises in its classrooms or training schools at any time and without ceremony. The office is open throughout the summer vacation.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

GENERAL INFORMATION

Historical Sketch

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. A new training school building was occupied for the first time December 2, 1913. The site, buildings and equipment represent an expenditure of \$500,000; and it is believed that the Commonwealth here possesses an educational plant as complete and convenient as any of its kind in this country:

Decorations

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty and other friends of the school, and all these have been selected with great care and artistic judgment, so that the whole is harmonious.

The Teachers and Students

The school during its history has had five principals and ninety-five assistant teachers. The development of the practice schools began in 1897, and with them fifty-seven persons have been connected as teachers. Twenty-one teachers are now required in the normal school and nine in the training schools.

Nearly sixty-nine hundred students have attended the school.

The Location and Attractions of Salem

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston & Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

REGISTER OF STUDENTS

1915-1916

Graduates, — Class CI, — June 22, 1915

ELEMENTARY DEPARTMENT

Adams, Lydia Osgood	Pittsfield, N. H.
Adams, Rachel Webster	Pittsfield, N. H.
Anderson, Helen Natalie	Everett .
Ashby, Dorothy Rogers	Salem
Bartlett, Elizabeth Phillips	Revere
Bassett, Elsa Lavina	North Andover
Bateman, Jessie Hale	Georgetown
Boyd, Lillian Maude	Chelsea
Breslasky, Bessie Ida	Dorchester
Bryant, Agnes Lee	South Attleborough
Buchanan, Mary	Chelsea
Burbank, Marguerite Elizabeth	Amesbury
Burns, Julia Hilda	Gloucester
Burreby, Genevieve Lauretta	Peabody
Bursey, Grace Mae	Chelsea
Byron, Eleanor Marie	Peabody
Canning, Marian Louise	Lynn
Chouinard, Amelia Victoria	Beverly
Cochrane, Frances Agnes	Salem
Collins, Alice Winifred	Charlestown
Coyle, Ruperta Margaret	Wilder, Vt.
Cressy, Helen Butler	Beverly
Cummings, Elizabeth Mary	Salem
Cunningham, Elinor	West Somerville
Curry, Agnes Dolan	East Lynn
Donoghue, Alice Eunice	Jamaica Plain
Donovan, Alice Marie	Salem
Donovan, Helen Winifred	Salem
Driscoll, Helen Frances	Salem

Driscoll, Timothy John	North Andover
Durgin, Alice Townsend	Swampscott
Epstein, Ethel Rhoda	Dorchester
Fallon, Ethel Mary	South Boston
Farr, Helen Margaret	Somerville
Farrell, Esther	Chelsea
Fitzgerald, Anna Marie	Cambridge
Galasso, Eva Victoria	Boston
Gelavitz, Sophia	Malden
Gibbs, Helen Pauline	Danvers
Grant, Mary Elizabeth	Merrimac
Griffin, Alice May	Peabody
Gross, Ethel Mae	Somerville
Haggett, Mary Louisa	South Boston
Hames, Florence Emma	Chelsea
Harnden, Dorothy Stacey	Lynn
Harrington, Anna Mabel	North Cambridge
Harris, Ruth Churchill	Chelsea
Hatch, Esther	Chelsea
Hedberg, Agnes Helena	Malden
Hill, Marion Ruth	Lynn
Hines, Ruth Gladys	Beverly
Hyland, Marion Adelaide	Everett
Igo, Ruth Frances	Cambridge
Innis, Mae Marguerite	West Somerville
Jordan, Helen Rose	Beverly
Kalker, Dorothy	Malden
Kalunian, Mary	Cambridge
Kane, Collette Angela	Somerville
Kaplan, Frances	Roxbury
Keating, Agnes Mary	Somerville
Kelly, Teresa Elizabeth	South Groveland
Leahy, Katherine Frances	North Cambridge
Lewis, Marion Frances	Kittery, Me.
Littlefield, Abbie May	East Lynn
Lorentzen, Laura	Gloucester
Loschi, Margaret	East Boston
Lovette, Maud Estella Frances	Everett
Lowe, Anna Austin	Swampscott
Lundgren, Dorothy Louise	Somerville
Lyman, Carrie May	Methuen
Lynch, Anna Gertrude	South Boston

Lynch, Julia Frances	Peabody
Macadam, Charlotte Muriel	Malden
Magner, Alice Evelyn	Salem
Mahoney, Mary Alice	North Cambridge
Manley, Helen Gertrude	Medford
Marr, Helen Worcester	Newburyport
Martin, Jessie Campbell	Swampscott
McCann, Elizabeth Mary	Cambridge
McCarthy, Mary Clare	North Andover
McElroy, Helen Elizabeth	Peabody
McGrail, Mary Theresa	North Andover
McIntire, Mary Margaret	Salem
McKenna, Mary Louise	Somerville
McLean, Mary Elizabeth	Roxbury
McNally, Genevieve Elizabeth	Andover
Misite, Adelina Gertrude	South Boston
Murdock, Rose Estelle	Chelsea
Murphy, Mary Josephine	Cambridge
Neales, Helen Neales	Chelsea
Neville, Azella Marie	Salem
O'Connor, Helen Neilan	Revere
Parker, Eleanor Agnes	Malden
Patriquin, Marion Elizabeth	Lynn
Pearson, Anna Maria	Winthrop
Peebles, Fernald	Winthrop
Perry, Dorothy	Lynn
Porter, Marjorie Whitcomb	Swampscott
Prescott, Edith Gertrude	Salem
Quinlan, Helen Gertrude	Reading
Roberts, Mildred Elinor	Hyde Park
Rock, Mary Theresa	Chelsea
Ryan, Sabina Margaret	Marblehead
Sailer, Ethel May	Lynn
della Sala, Eleonora Bianca	Chelsea
Scheib, Ida Emilie	Arlington Heights
Schroeder, Florence Wilhelmina	Somerville
Sewell, Alta Marie	East Lynn
Simpson, Beatrice Alethea	East Lynn
Smith, Inez Evelyn	Rowley
Spinney, Sibyl Iona	Chelsea
Stamper, Lucy Elliot	Salem
Stevens, Irene	Newburyport

Sullivan, Alice Marie	Dorchester
Sullivan, Eleanor Josephine	West Lynn
Sweezy, Olive Lora	Franklin Park
Sweezy, Rena Vivian	Franklin Park
Talbot, Mary Elizabeth	West Lynn
Tarbox, Pauline Elizabeth	Malden
Thacher, Olive Wilson	Beverly
Torngren, Lillie Tekla Alfreda	Beverly
Wade, Mary Foster	Ipswich
Walden, Ola Belle	Roxbury
Wedger, Mildred	Chelsea
Wheaton, Edith Gertrude	Malden
Willey, Mabel Charlotte	Saugus
Willey, Ruth	Wakefield
Wood, Marion Isabel	Cambridge
Woodward, Rowena May	Amesbury

INTERMEDIATE DEPARTMENT

Broughton, Anna Margaret	Cambridge
Campbell, Adaline Catherine	Revere
Collins, Mary Hayden	Everett
Dennehy, Mary Anne	Beverly
Eliason, Amelia Florence	Gloucester
Fitts, Eva May	North Reading
Hall, Adeline Frances	Wakefield
Kinsman, Clarice Hesson	East Lynn
Locke, Alice Merrill	Salem
MacKnight, Carolyn Martina	Revere
Moore, Gladys Emma	Franklin Park
Oram, Lillian May	Lynnfield Center
Parsons, Ruth Isabel	Gloucester
Payne, Elizabeth Perkins	Wakefield
Raymond, Lydia	Essex
Roche, Marion Thecla	Salem

COMMERCIAL DEPARTMENT

Three Years

Adams, Persis Florence	Franklin
Badger, Marie	Framingham
Barrett, William Francois	Lowell
Currier, Ruth Harriet	Newburyport

Donovan, Alice Elizabeth	Wakefield
Hiatt, Ruth Frances	Malden
Knowlton, Elsie Olive	Figeon Cove
Levine, Rosa	Dorchester
Lind, Inez Elizabeth	Malden
Mangan, Lucy May	Pittsfield
Mansfield, Ruby Blanche	Reading
Martin, Alice Leona	Malden
McDonald, Beatrice Magdeline	Cambridge
McGill, Frances Catherine	Pittsfield
O'Rourke, Charles Philip	Peabody
Phelps, Ethelind Mary	Lynn
Reed, Lois Jane	Everett
Rigby, Alice Nathalie	Melrose
Shields, Hazel Dean	Melrose
Sloovere, Teresa de	Webster
Turner, Andreas Wesley Sproule	Lynn
Waitt, Viola	Malden

CERTIFICATES FOR ONE YEAR'S WORK

Elementary Department

Anderson, Ethel Bernhardina	Portsmouth, N. H.
Ham, Harriet Priscilla	Swampscott

Commercial Department

Barbour, Maude Lyda	Nashua, N. H.
Lawrence, Grace Irene	Leominster
Lindsey, Amy Blaney	Amherst
Robinson, Helen Mae	South Boston

CERTIFICATE FOR TWO YEARS' WORK

Commercial Department

Butler, Hazel Belle	Hingham
Lynch, Frances Rosamond Ursula	Danvers

The Intermediate Department

SENIOR CLASS

Driver, Daisy Belle	North Andover
Fahey, Mary Frances	North Cambridge
Hogan, Charles Emerson	Salem
Nelson, Sinius Joseph	Gloucester
Perkins, Ruth Adele	Melrose Highlands
Romkey, Alice Blanche	Winchester
Turner, Gilbert West	Salem
Turner, Mary Evelyn	Lynn
Waite, Mary Lucia ¹	Melrose
White, Richard James, Jr.	Lynn

SPECIAL STUDENT, TWO-YEAR COURSE

Thomson, Alexander	Chelsea
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MIDDLE YEAR CLASS

Adams, Marion Eva	Melrose Highlands
Blanchard, Ruth Washburn	Danvers
Björkman, Lennart August William	Lynn
Clough, Madeleine Louise	Stoneham
Cunningham, Josephine Ellen	Salem
Eberling, Agnes Emma	Lynn
Evans, Edna Smith	Salem
Ferguson, Margaret	Newton Center
Hale, Mildred Louise	Salem
Jackman, LeRoy Williams	Newburyport
Keith, Mary	Marblehead
Millett, Harold Joseph	Salem
Murray, Mary Helena	Prides Crossing
Nelson, Inez Aurora	Gloucester
Patterson, Alice Mae Lewis	Somerville
Pinkert, Edna Lois	Malden
Power, Elizabeth Frances	Lynn
Robinson, Edith Maxwell	Melrose
Segal, Lillian	East Boston
Stickney, Stephen Arthur	Peabody
Symonds, Mary Putnam	Lynn
Vickerson, Bernice Helena	Malden

¹ Was a member of the school less than three months.

The Elementary Department

SENIOR CLASS

Anderson, Helen Margaret	. . . . .	Gloucester
Archer, Ethel Madeleine	. . . . .	Ipswich
Babson, Clara Amy	. . . . .	Pigeon Cove
Berry, Anna Lavinia	. . . . .	Salem
Best, Dorothy Marion	. . . . .	Roxbury
Billings, Esther Marie	. . . . .	Peabody
Bowen, Gertrude Elvesta	. . . . .	West Medford
Buckle, Pauline Alice	. . . . .	Beverly
Buckley, Johanna Beatrice	. . . . .	Charlestown
Burke, Katharine Ledevine	. . . . .	Lynn
Byrne, Katherine De Chantal	. . . . .	Salem
Callahan, Katherine Frances	. . . . .	Lynn
Cameron, Margaret Arvilla	. . . . .	Lynn
Cogswell, Edith Story	. . . . .	Essex
Coll, Anna Josephine	. . . . .	Somerville
Condon, Margaret Bernadette	. . . . .	Charlestown
Corkum, Marigold Linda Alberta	. . . . .	Chelsea
Daly, Joanna Teresa	. . . . .	Salem
Damon, Mildred Lane	. . . . .	Salem
Davol, Marion Eliza	. . . . .	Malden
Donnelly, Marion Josephine	. . . . .	Somerville
Driscoll, Bernadette Ursula	. . . . .	Malden
Dunham, Marian Evelyn	. . . . .	Danvers
Elliott, Iola Mae	. . . . .	Stoneham
Elliott, Olive Cressy	. . . . .	Beverly
Evans, Eunice Isabell	. . . . .	Newburyport
Everson, Mildred Frances	. . . . .	Saugus
Farrell, Catharine Irene	. . . . .	Salem
Fenning, Ethel Mae	. . . . .	Lynn
Ferry, Esther Elizabeth	. . . . .	Cambridge
Foley, Marguerita Redmond	. . . . .	Dorchester
Fullerton, Marion	. . . . .	Saugus
Galvin, Marie Agnes	. . . . .	Lynn
Grant, Helene Bailey	. . . . .	Cambridge
Gurvin, Mary Theresa	. . . . .	Somerville
Hall, Dorothy Beryl	. . . . .	West Lynn
Harrison, Alice Lorette	. . . . .	East Lynn
Haynes, Zelpha Louise	. . . . .	Amesbury
Hellstrom, Emma Catherine	. . . . .	West Lynn

Hennessy, Katherine Helen	Lexington
Henry, Julia Agnes	Chelsea
Hill, Malvina Harriet	Newburyport
Hopkinson, Sarah Ella	Groveland
Horton, Anna Estelle	Wakefield
Hurley, Mary Helen	Malden
Jordan, Olive Madeline	Lynn
Keeley, Teresa Elizabeth	Beverly
Kennedy, Anna May	West Lynn
Knowlton, Marion Isabel	New London, N. H.
Laffey, Mary Alma	Cambridge
Leddy, Evelyn Frances	Cambridge
Long, Sarah Jane	Cliftondale
Lund, May	Beverly
MacDonnell, Mary Helen	Lynn
MacIver, Helen	Essex
Maguire, Gertrude Beatrice	Cambridge
Malone, Mabelle Frances	East Lynn
Malone, Odessa Marion	Chelsea
Mansfield, Sadie Elizabeth	Lynn
McCully, Anna Elizabeth	Somerville
McKenna, Margaret Elizabeth	Salem
McMahon, Lillian Marie	Salem
McManus, Jeannette Marie	Lynn
McNiff, Ida Edwidge	North Andover
Miller, Isabella Gertrude	Amesbury
Mulligan, Louise Elizabeth	Salem
Newhall, Martha Louise	Lynn
Nilsson, Anna Eleonora	Malden
Nolan, Alice Genevieve	Somerville
Nolan, Mary Alice	Newburyport
O'Keefe, Mary Rose	Cambridge
O'Shea, Marguerite Lorette	Lynn
Parsons, Esther May	Gloucester
Patten, Ethel Mildred	Melrose Highlands
Patten, Maude Frances	Medford
Paul, Elizabeth Averill	North Andover
Quillen, Anna Whelton	Reading
Ramsburg, Helen	Somersworth, N. H.
Ratti, Isolena Celia	Pigeon Cove
Reardon, Mary Veronica	North Andover
Rice, Sarah	Boston

Riggs, Avice Gertrude	South Essex
Roache, Christine Lillian	Lynn
Roads, Evelyn Lindsey	Marblehead
Roby, Esther Marion	Salem
Rogers, Mary Frances	Dorchester
Rutherford, Carita Gordon	Salem
Sanford, Ethel Helene	Palmyra, Me.
Sargent, Katherine Louise	North Andover
Sears, Cora Madeleine	Salem
Seymour, Mary Cecelia Welch	Methuen
Smith, Azella May	Gloucester
Spencer, Mary Elizabeth	Malden
Stolba, Helen Claire	Cambridge
Story, Marion Letitia	Salem
Tassinari, Ada Catherine	Somerville
Terrill, Irene Carleton Meserve	Lynn
Tewksbury, Ruth Skilling	Lawrence
Thureson, Louise Elenora	South Boston
Townsend, Ethel	Manchester
True, Emma Louise	Salisbury
Virchow, Elfrieda Augusta	Waverley
Walker, Hester Ashton	Wakefield
Walton, Effie Beatrice	Salem
Wathen, Georgia Fordred	Somerville
Weston, Helen	Essex
Whittier, Margaret Elizabeth	Reading
Wilde, Bertha Hilma	North Andover

SPECIAL STUDENTS, ONE-YEAR COURSE

Harrington, Stephen James	Cambridge
Lopez, Antonia ¹	Guadalajara City, Mex.

The Elementary and Intermediate Departments

JUNIOR CLASS

Adams, Laurretta	Georgetown
Anderson, Edna de Witt	Melrose Highlands
Appel, Anna Edna	Boston
Barnes, Nellie Rebecca	Gloucester
Barstow, Hazel Emma	Wakefield

¹ Was a member of the school less than three months.

Bartlett, Helen Elizabeth	Arlington Heights
Balentine, Alice Marguerite	Salem
Bates, Susan Mitchell	Revere
Beliveau, Gladys Marion	Lynn
Bliss, Eleanor Thorpe	Peabody
Bond, Anna Louise	Winthrop
Bower, Merle Phyllis	Methuen
Bowen, Susie Frances	Ipswich
Bowley, Hazel Ellen	Lynn
Brennan, Margaret Mary	Somerville
Brock, Helen Emily	Everett
Brown, Maude	Malden
Buckley, Alice Mary Margaret	Danvers
Bucknam, Sarah	Swampscott
Burnham, Ida Gordon	Gloucester
Butler, Anna Bernice	Winthrop
Canning, Marie Teresa	Lawrence
Carroll, Esther Stanislaus	Manchester
Casey, Florence Elizabeth	Newburyport
Carson, Ruth Marie	Salem
Champlin, Evelyn May	Melrose
Chesley, Helen Louise	Melrose
Cogan, Helen Gertrude ¹	Stoneham
Coleman, Marion Esther	Beverly
Connolly, Gertrude Rose	Cambridge
Cook, Beatrice Latham	Danvers
Crawford, Esther Elizabeth	Malden
Critchett, Dorothy Charlotte	Gloucester
Cronin, James Anthony	Beverly
Cross, Flora Jane	Beverly
Crowe, Clara Martha	Medford
Crane, Katherine Agnes	Merrimac
Cumming, Alice Margaret	Somerville
Curit, Amanda Gertrude	Melrose Highlands
Delahanty, Agnes Frances	Cambridge
Dennett, Laura Mae	Rochester, N. H.
Devaney, Helen Marie	Lawrence
Devaney, Joseph Patrick	Medford
Dewire, Helen Gertrude	Somerville
Dondero, Caroline Mathilda	Amesbury
Dow, Marion Horton	Newburyport

¹ Was a member of the school less than three months.

Dow, Ruth Lillian	Ipswich
Doyle, John Joseph	Peabody
Doyle, Mabel Lillian	Peabody
Duffy, Gertrude Agnes	Newburyport
Duggan, Ellen Helene	Salem
Dunn, Mary Alice	Stoneham
Durgin, Margaret Elizabeth	Swampscott
Eagan, Frances Claire ¹	Lynn
Edgecomb, Ethel Belle	Manchester
Egan, Dorothy Warren	Salem
Ellis, Mary Elizabeth	Peabody
Engdahl, Florence Maria	Salem
Evans, Marion Grace	Newburyport
Farnan, Agnes Virginia	Lynn
Farr, Doris Dewey	Somerville
Feeny, Rebecca Cleophas	Cambridge
Fitzgibbons, Florence Veronica	Beverly
Flaherty, Mary Winifred	Lynn
Flynn, Helen Frances ¹	Peabody
Flynn, Josephine Bernardette	Arlington
Flynn, Thomas Francis	Salem
Fogg, Edna Almira	Lynn
French, Grace Jeanette	East Lynn
Friend, Annie Ellery ¹	Gloucester
Fuller, Edith Porter	North Andover
Gaddis, Gertrude Elizabeth	Somerville
Gaffey, Miriam Camilla	Lynn
Garrick, Marcella Mary	Somerville
Gilmore, James Edward	Peabody
Gorman, Gertrude Marie	Cambridge
Gourdine, Eulalie	Everett
Grant, Alice Victoria	Merrimac
Gregoire, Laura Marie ²	Somersworth, N. H.
Griffin, Margaret Teresa	Salem
Gurney, Maude Frances	Winchester
Hamelin, Mary Delphine	Georgetown
Hanley, Margaret Agnes	Amesbury
Harlow, Ellen Sarah Andrews	Salem
Harrington, Agnes Marie	Cambridge
Harrington, Katharine Anna	Somerville

¹ In second year of three-year course.

² Was a member of the school less than three months.

Harvey, Elsie Gould	Everett
Higgins, Alice Newcomb	Somerville
Horton, Marvel Lillian	Cliftondale
Jarvis, Grace Katherine	Everett
Kittredge, Helen Henderson	Belfast, Me.
Knowlton, Clara May	Pigeon Cove
Lawler, Annie Cecelia	Danvers
Leary, Ellen Silena	Lynn
Lewis, Belle Sophronia	Littleton, N. H.
Lewis, Rose Anna	Roxbury
Looney, Julia Veronica	Cambridge
MacKay, Margaret Whitman	Gloucester
Manley, Alice Gertrude	Lexington
Marsh, Eliza Belle	Lynn
Marshall, Bessie Frances	Provincetown
Marshall, Marion Louise	Rowley
McCarthy, Mary Gertrude	Somerville
McGlone, John Philip	Peabody
McKinnon, Leo Raymond	Woburn
McNamara, John Francis ¹	Cambridge
Morrow, Edna May	Salem
Morrow, Ruth Douglass	Gloucester
Mullane, Helen Josephine	Dorchester
Mullin, Elizabeth Sheridan	Beverly
Murphy, Grace Margaret	Peabody
Murphy, Kathleen Burchell	Lawrence
Murphy, Marion Catharine	Georgetown
Murray, Bessie Letitia	North Andover
Nangle, Claire Louise	Danvers
Nelson, Emma Cecelia	Beverly
Norie, Frances Irene	Manchester
O'Donnell, Ethel Eleanor	Lynn
O'Reilly, Margaret Mary	Cambridge
Osborn, Mary Elizabeth	Peabody
Parsons, Lillian Winifred	Gloucester
Peabody, Helen Bishop	Rowley
Pearson, Olga Elizabeth	Pigeon Cove
Pedrick, Marion	Salem
Pelley, Clara Blanche	Lynn
Pillsbury, Rosa Lillian	Malden
Quinlan, Frances Mary Geraldine	Danvers

¹ Was a member of the school less than three months.

Quinn, Gertrude Helena	Somerville
Rafferty, Evelyn Teresa	Lynn
Reid, Florence Naomie	Lynn
Reid, Violet Prudence	Salem
Reily, Pauline Adena	Peabody
Richardson, Gladys	Arlington
Richmond, Florence Lillian	Chelsea
Richmond, Lela	Chelsea
Ritchie, Mary Elinor	West Somerville
Ritchings, Clara Tallman	Peabody
Ryan, Esther Mary	Malden
Sargent, Ruth Edna	Groveland
Sibley, Olive Elizabeth	Salem
Sinclair, Mildred Eleanor	Salem
Smith, Charles Allen Harris ¹	East Boston
Smith, Doris Margaret	Gloucester
Southwick, Alice Emily	Peabody
Stone, Dorothy Frances ¹	North Andover
Story, Beatrice Gertrude	Magnolia
Strickland, Elsie May	Lawrence
Sullivan, Agnes Loretta	Revere
Sullivan, Mary Ellen	Cambridge
Swimm, Myrtle Gertrude Geraldine	Beverly
Tarr, Mildred Evelyn	Gloucester
Taylor, Caroline Edith	Somerville
Thorner, Frances Joan	Cambridge
Thrasher, Julia Mary	Brookline
Tierney, Agnes Louise	Lynn
Toppan, Dorothy	Newburyport
Turner, Lillian Gladys ¹	Salem
Ward, William Vincent	Marblehead
Washington, Sarah Tryphene	Everett
Waterhouse, Bernice Elizabeth	Merrimac
Werner, Ethel Hildur	Somerville
Whalen, Helen Louise	Medford
Wheeler, Ruth Evelyn	Gloucester
Wheelock, Marion	Everett
White, Annie Teresa	Manchester
White, Eleanor Sophia	Peabody
Winston, Elizabeth Camilla	Lynn
Worcester, Mabel	Somerville

¹ Was a member of the school less than three months.

Commercial Department

SENIOR CLASS

Bresee, Clarence Douglas	. . . . .	Dorchester
Brooks, Walter Roland	. . . . .	Ipswich
Burke, James Michael	. . . . .	Lynn
Callaghan, Margaret Agatha	. . . . .	North Easton
Donovan, Kathleen Elizabeth	. . . . .	Newburyport
Elliott, Nettie Edna	. . . . .	Stoneham
Holland, Katherine Elizabeth	. . . . .	Charlestown
Horan, Mary Gertrude	. . . . .	Hamilton
King, Georgiana	. . . . .	North Attleborough
Lisk, Agnes Anna	. . . . .	Smiths
McCarthy, Alice Rita	. . . . .	Ayer
Millard, Leslie Cooper	. . . . .	Ipswich
Parks, Walter Everett	. . . . .	Gloucester
Potter, Mae Alice	. . . . .	Newburyport
Ross, Gertrude Margaret	. . . . .	Salem
Stuart, Mae Claire	. . . . .	Newton
Taggart, Gwendolyn Eva	. . . . .	West Rindge, N. H.
Tenney, Constance Mary	. . . . .	West Newton

SPECIAL STUDENTS IN SECOND YEAR OF TWO-YEAR COURSE

Bolton, Anna Clothilde	. . . . .	Lowell
Bresee, David Holmes	. . . . .	Dorchester
Hebert, Helena Madeleine	. . . . .	Easthampton
Leavitt, Arthur William	. . . . .	Foxborough
Wooding, Ruby Philenia	. . . . .	Wallingford, Conn.

SPECIAL STUDENTS, ONE-YEAR COURSE

Cole, Bertha Greenwood	. . . . .	Salisbury
Drury, Alberta F.	. . . . .	East Boston
Hamblen, David, Jr., LL.B.	. . . . .	Newtonville
Howland, Marion, A.B.	. . . . .	West Newton

MIDDLE YEAR CLASS

Banyea, Bessie Marguerite	. . . . .	Fitchburg
Boswell, Mae Gertrude	. . . . .	Beverly
Campbell, Emily Margaret	. . . . .	Charlestown
Cohen, Libby Julia	. . . . .	Dorchester

Cohn, Lillian Belle	Malden
Collins, Sadie Loretta	Pittsfield
Corner, Doris Gulah	Lowell
Decker, Harriet Frances	Mansfield
Friend, Ruth Cole	Gloucester
Gill, James Albert Joseph	Charlestown
Goodell, John Francis, Jr.	Peabody
Goodwin, Ruth Childs	Swampscott
Harrington, Teresa Elizabeth	Salem
Harvey, Gilman Clifton	Annisquam
Haskins, Anna Gertrude	Pittsfield
Killion, Mary Bernadette	Walpole
Law, Elizabeth	Foxborough
Lurie, Florence Libbie	Boston
McGrath, Katherine Isabel	Marblehead
Merrithew, Maude Evelyn	Cliftondale
Pendleton, Dorothy Ivalor	Haverhill
Poor, Jessie Elizabeth	Petersham
Ronan, John Clifford	Newburyport
Sawyer, Hortense Elizabeth	Ayer
Schein, Ethel Sarah	Chelsea
Tufts, Doris Marie	Malden
Walker, Alvine Clara	Gardner

SPECIAL STUDENTS IN FIRST YEAR OF TWO-YEAR COURSE

Cooney, Zena Mae	Brownville Junction, Me.
Breen, Victor Newton ¹	Taunton

JUNIOR CLASS

Ahlgren, Mildred Beatrice Gunhild	Brockton
Brown, Everett Marston	Lynn
Burnap, Ruth Dix ¹	Leominster
Buckley, John Edwards ¹	Salem
Butler, Muriel	Lynn
Canniffe, Veronica Margaret	Marblehead
Clancy, Katherine Ellen ¹	Medfield
Clifford, Marion Lorretta	Haverhill
Collins, Dorothy Evelyn	South Boston
Danner, Alice Josephine	Malden
Donnelly, Evelyn Sarah	Wakefield

¹ Was a member of the school less than three months.

Gnirke, Eva Marie	Melrose
Hansen, Hilda Louise	Gloucester
Harding, Joseph Anthony ¹	Salem
Higgins, Albert Francis	East Lynn
Hodgdon, Cordelia Bates	Somerville
Howard, Ralph Willard	Fitchburg
Lehane, Justina Nora	Saugus
MacDonnell, Gladys Frances	Everett
Mawhinney, Joseph Daniel	Charlestown
McCarthy, John Joseph	Peabody
Moore, Margery	Charlestown
Mullin, Agnes Marie	Haverhill
Murray, Albert Thomas ¹	North Andover
Pitman, Ruth Frances	Foxborough
Putnam, Marion Gertrude	Haverhill
Roughsedge, Margaret Gertrude	Medford
Sawyer, Louise Willmott	Fitchburg
Silva, Evelyn Carolyn	Gloucester
Stevens, Bertha Evelyn	Haverhill
Stromblad, Anna Gertrude	Boston
Twomey, Maurice Augustine	West Lynn

Summary

Students of the elementary and intermediate departments	308
Special students, elementary and intermediate departments	3
Students of the commercial department	77
Special students, commercial department	11
	<hr/>
	399

Whole number of students from opening of school	6,865
Whole number of graduates	3,725
Number of certificates for special course of one or two years	143

¹ Was a member of the school less than three months.

STATE NORMAL SCHOOL
ALEXANDRIA, MASSACHUSETTS



SIXTY-THIRD YEAR

1916-1917

STATE NORMAL SCHOOL SALEM MASSACHUSETTS



SIXTY-THIRD YEAR

1916-1917

PUBLICATION OF THIS DOCUMENT
APPROVED BY THE
SUPERVISOR OF ADMINISTRATION.

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1917

Term expires
May 1

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INSTRUCTORS

The Normal School

JOSEPH ASBURY PITMAN	PRINCIPAL
	Education
HARRIET LAURA MARTIN	Librarian. Library practice
JESSIE PUTNAM LEAROYD	English
CHARLES FREDERICK WHITNEY	Practical arts and fine arts
MARY ALICE WARREN	Physical training, physiology and hygiene
GERTRUDE BROWN GOLDSMITH, M.A.	Nature study, gardening
HELEN HOOD ROGERS	Children's literature, reading
FRED WILLIS ARCHIBALD	Music
HARRIET EMMA PEET	Literature, arithmetic
LOUISE CAROLINE WELLMAN	Secretary
SUMNER WEBSTER CUSHING, A.M.	Geography
CHARLES ELMER DONER	Penmanship
GENORIE PALMER SOLOMON	Assistant, practical arts and physical training
ETHEL AUGUSTA ROLLINSON	Shorthand, typewriting
FRANCES ALICE TERRILL	History and social science
LYMAN RICHARDS ALLEN, S.B.	Education
WALTER GEORGE WHITMAN, A.M.	General science
BERYL INGLIS, B.S.	Assistant, English and history
VERNA BELLE FLANDERS	Assistant, geography
MARION HOWLAND, A.B.	Bookkeeping, commercial arithmetic
FRANCES MARION BROOKS	Typewriting, stenotypy, correspondence
GEORGE R. TILFORD, B.C.S., M.A.	Bookkeeping, commercial law, economics, history of commerce, pedagogy, salesmanship
BERTHA MAE SPERRY	Assistant, arithmetic and reading

The Training School

	Director
HAROLD SUMNER STOCKWELL	Assistant to the director
	Practical arts
AMALIE KNOBEL	Grade 8
FANNY LOUISE MORRISON	Grades 7 and 6
MARY LILLIAN PERHAM	Grades 5 and 4
MARION ISABEL KNOWLTON	Assistant
MARY ELIZABETH JAMES	Grades 3 and 2
FLORA LEONE MOORE, B.S.	Grade 1 and kindergarten
ETHEL VERA KNIGHT	Kindergartner; assistant in primary grades
EDITH MARION CHILDS	Household arts; assistant in intermediate grades
ELEANOR ELIZABETH WALKER	Special class

The Farms School, Marblehead

	PRINCIPAL
	Grades 4-7
EDITHA MAY GRANT	Grades 1-3

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Miss GERTRUDE BROWN GOLDSMITH, Manchester (Class LXXXVI.)	<i>President</i>
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HAROLD J. MILLETT	} <i>Middle Class</i>
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JOHN J. MCCARTHY	
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DORIS E. NEALE	
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JOSEPH M. GILMORE	<i>Graduate</i>

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ALVINE C. WALKER	<i>Treasurer</i>
ESTHER M. RYAN	<i>Librarian</i>
ELIZABETH S. MULLIN	<i>Assistant Librarian</i>

ORCHESTRA

HAROLD J. MILLETT	<i>Leader</i>
SUSAN M. BATES	<i>Secretary and Treasurer</i>
HELEN L. WHALEN	<i>Librarian</i>

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HELEN E. BROCK	<i>Secretary</i>
GLADYS RICHARDSON	<i>Treasurer</i>
GERTRUDE B. GOLDSMITH	<i>Director</i>

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DORIS M. TUFTS	<i>Vice-President</i>
ETHEL S. SCHEIN	<i>Secretary</i>
LOUISE W. SAWYER	<i>Treasurer</i>

Officers of the Dramatic Club

EDNA L. PINKERT	<i>President</i>
MYRTLE G. SWIMM	<i>Secretary and Treasurer</i>
EDNA S. EVANS	} <i>Board of Directors</i>
ALVINA C. WALKER	
HAROLD J. MILLETT	
GILMAN C. HARVEY	
HARRIET E. PEET	<i>Faculty Advisor</i>

CALENDAR FOR 1917-1918

Spring Recess

From close of school on Friday, February 23, 1917, to Monday, March 5, 1917,
at 9.30 A.M.

From close of school on Friday, April 27, 1917, to Monday, May 7, 1917 at
9.30 A.M.

Graduation Week, 1917

Tuesday morning, June 19, at 10.30 o'clock, graduation

Tuesday evening, June 19, reception of the graduating class

Wednesday evening, June 20, the class banquet

Beginning of School Year

Thursday, September 6, 1917, at 9.30 A.M.

Thanksgiving Recess

From close of school on Wednesday preceding Thanksgiving Day, to the follow-
ing Monday, at 9.30 A.M.

Christmas Recess

From close of school on Friday, December 21, 1917, to Wednesday, January 2,
1918, at 9.30 A.M.

Beginning of Second Half Year

Monday, January 28, 1918

Spring Recess

From close of school on Thursday, February 21, 1918, to Monday, March 4, 1918,
at 9.30 A.M.

From close of school on Friday, April 26, 1918, to Monday, May 6, 1918, at
9.30 A.M.

Graduation

Tuesday, June 25, 1918, at 10.30 A.M.

Entrance Examinations**1917**

Thursday and Friday, June 21 and 22
Tuesday and Wednesday, September 4 and 5

1918

Thursday and Friday, June 27 and 28
Tuesday and Wednesday, September 3 and 4

(For hours and order, see pages 16 and 17)

NOTE.—The daily sessions of the school are from 9.30 to 12 and from 1 to 2.25 o'clock. The time from 8.30 to 9.30 and from 2.30 to 3.30 o'clock is to be used for study by all students who are in the building. From 2.30 to 3.30 o'clock, all students are subject to appointments for conferences with members of the faculty at the discretion of the latter. Lectures before the entire school will frequently be held at this time. The regular weekly holiday of both the normal and the training school is on Saturday.

The telephone call of the normal school is Salem, 375; of the training school, Salem, 344. The principal's residence is at 260 Lafayette Street, and his telephone call is Salem, 943.

STATE NORMAL SCHOOL

SALEM MASSACHUSETTS

AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore no student may be admitted to or retained in the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time permits and the claims of professional training demand. The subjects of the elementary curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of physiology and hygiene, and of psychology from a professional standpoint; the principles of education upon which all good teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

APPLICATION FOR ADMISSION

It is advisable that application be made soon after January 1, and that certificates be presented early in June. As far as possible, examinations should be taken in June.

Candidates who have been admitted to the school and who

find that it will be impossible for them to enter, are expected to inform the office of their withdrawal, immediately.

No place will be held for a student who is not present at the opening of the session on Thursday, September 6, unless he has the previous permission of the principal to be absent on that day.

REQUIREMENTS FOR ADMISSION

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under A, B and C, amounting to fifteen units, ten of which units, however, must be in subjects under A and B and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.¹

A. *Prescribed Subjects.* — Three units.

- (1) English literature and composition 3 units

B. *Elective Subjects.* — At least seven units from the following subjects: —

(2) Algebra	1 unit
(3) Geometry	1 unit
(4) History ²	1, 2 or 3 units
(5) Latin	2, 3 or 4 units
(6) French	2 or 3 units
(7) German	2 or 3 units
(8) Physics	1 unit
(9) Chemistry	1 unit
(10) Biology, botany or zoölogy	$\frac{1}{2}$ or 1 unit
(11) Physical geography	$\frac{1}{2}$ or 1 unit
(12) Physiology and hygiene	$\frac{1}{2}$ or 1 unit
(13) General science	$\frac{1}{2}$ or 1 unit
(14) Drawing	$\frac{1}{2}$ or 1 unit
(15) Household arts	1 or 2 units
(16) Manual training	1 unit
(17) Stenography, including typewriting	1 or 2 units
(18) Bookkeeping	1 unit
(19) Commercial geography	$\frac{1}{2}$ or 1 unit
(20) Arithmetic	$\frac{1}{2}$ or 1 unit

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (431 West 117th Street, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least five units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant,

¹ The Board of Education has ruled that not less than four recitation periods per week throughout the school year shall constitute one unit.

² History includes: Ancient; Mediæval and Modern; English; American History and Civics; and Current Events.

representing work in addition to that for which credit is gained by examination or certification.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under A and B. Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under C, and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for fifteen units by examination in the subjects listed under A and B.

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under A and B in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards the total of ten units under A and B. In addition to the units granted by certification candidates must present credentials for subjects under C.

V. *Admission of Special Students.* — (a) When in any normal school, or in any course therein, the number of students

entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students, and as special students, as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

REQUIREMENTS FOR ADMISSION TO THE COMMERCIAL DEPARTMENT

The requirements for admission to the prescribed course of four years are the same as for students who apply for admission to the elementary and intermediate departments.

Graduates of colleges, and graduates of normal schools who have had at least two years of satisfactory experience in teaching, may be admitted to special elective courses of one year.

Graduates of normal schools who have had no experience in teaching, graduates of private commercial schools who present either diplomas from approved high schools or the equivalent, and who have had at least one year's experience in teaching or in business, and other persons presenting evidence of proper fitness and at least two years of satisfactory experience in teaching or in business, may be admitted to special elective courses of two years.

Beginning with the class entering in September, 1915, it is a requirement for graduation from the commercial department that students shall have had the equivalent of one year's practical experience in office work or salesmanship not less than one year prior to the end of their school course, which, if obtained subsequent to the beginning of their normal school work, shall have been obtained under the general supervision of the commercial department.

Graduates from the full course will receive diplomas. Appropriate certificates will be awarded to special students who complete approved courses of study. Students who present full equivalents of prescribed courses may be admitted to advanced standing; in most cases the study must have included some professional work.

SCHEDULE OF ENTRANCE EXAMINATIONS

THURSDAY, JUNE 21, 1917

<i>Morning</i>		<i>Afternoon</i>	
8.30- 8.45	Registration	1.30-2.30	Drawing, stenography
8.45-10.30	English	2.30-4.00	Latin, arithmetic
10.30-11.30	Geometry	4.00-5.00	General science, current events
11.30-12.30	Household arts, manual training		

FRIDAY, JUNE 22, 1917

<i>Morning</i>		<i>Afternoon</i>	
8.15- 8.30	Registration	1.30-2.30	Algebra
8.30-10.00	French, German	2.30-3.30	Chemistry, physics
10.00-11.30	History	3.30-4.30	Physiology, bookkeep- ing
11.30-12.30	Physical geography, commercial geogra- phy	4.30-5.30	Biology, botany, zoöl- ogy

TUESDAY, SEPTEMBER 4, 1917

<i>Morning</i>		<i>Afternoon</i>	
8.30- 8.45	Registration	1.30-2.30	Drawing, stenography
8.45-10.30	English	2.30-4.00	Latin, arithmetic
10.30-11.30	Geometry	4.00-5.00	General science, cur- rent events
11.30-12.30	Household arts, man- ual training		

WEDNESDAY, SEPTEMBER 5, 1917

<i>Morning</i>		<i>Afternoon</i>	
8.15- 8.30	Registration	1.30-2.30	Algebra
8.30-10.00	French, German	2.30-3.30	Chemistry, physics
10.00-11.30	History	3.30-4.30	Physiology, bookkeep- ing
11.30-12.30	Physical geography, commercial geogra- phy	4.30-5.30	Biology, botany, zoöl- ogy

CONDITIONS OF GRADUATION

The satisfactory accomplishment of the academic work of the course does not constitute a complete title to the diploma of the school. The power of the student to teach — judged from his personality and his efficiency in practice teaching — is so important that one who is manifestly unable to do so will not be graduated, whatever his academic standing may be.

THE OBSERVATION AND TRAINING DEPARTMENT

The Commercial Department. — The necessary opportunity for observation and practice teaching for students in this department is afforded in the Newton Technical High School, the Lynn English High School, and the high schools at Brockton, Canton, and Hamilton.

Students are required to spend the third year of the course in office work or salesmanship, for pay, under actual business conditions, in positions which have been approved by the school, and their work in these positions must be of such a character, both in quality and in variety, that it may be accepted for credit toward the diploma of the department. In accordance with the rule of the Board of Education, this year of practical experience must be completed not less than one year prior to the end of the school course.

The Elementary and the Intermediate Departments. — In cooperation with the school committee of the city of Salem, the normal school maintains a training school, beginning with a kindergarten and fitting pupils for the high school. The training school is conducted in a new building especially designed for its purpose. Besides thirty classrooms it contains an assembly hall, a library, and rooms for printing, bookbinding, the practical arts, and household arts.

In planning the instruction in this school the aim is to connect it as closely as possible with the work in the normal school, to the end that the methods of teaching here may exemplify the theory which the normal school students are taught. A large part of the instruction in the training school is either supervised or actually given by normal school teachers, and the work in the normal school in particular subjects, as well as in the theory of education, is based largely on directed observation in the training department.

The work of the supervising teachers in the training department includes responsibility for the progress and discipline of pupils and the continuity and efficiency of the lesson preparation and classroom instruction of the student teachers, subject to the general direction and advice of the director of the school.

Opportunity is provided for students who intend to teach in the first grade to observe in the kindergarten, in order that they may become familiar with the theory and methods of the kindergarten and its relation to the rest of the elementary school system. All students who wish it have the opportunity to teach in our model ungraded school in Marble-

head. Arrangements have been made, also, for the seniors to gain a considerable amount of experience in teaching in the schools of Beverly, Brockton, Newton, and Salem.

CURRICULA FOR ELEMENTARY, INTERMEDIATE, AND COMMERCIAL DEPARTMENTS

A. Elementary Department

Designed for students preparing to teach in the first six grades of elementary schools
A period is forty minutes in length

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
English Language 1	36	2	—	2 to 3 hours
English Language 8	12	3	—	2 to 3 hours
English Language 9	36	2	—	2 hours
Literature 1	24	3	—	3 to 4 hours
Arithmetic 1	36	3	—	2 to 3 hours
Geography 1	36	4	Occasional field trips	4 hours
History and Social Science 1	36	2	—	2 hours
Music 1	36	1	—	1 hour
Music 4	36	1	—	None
Education 1	36	2	—	2 hours
Library Study	15	1	1	1 hour
Practical Arts 1	36	2	—	1 hour
Fine Arts 1				
Physical Education 1	36	2	—	None
<i>Second Year</i>				
English Language 2	26	2	—	2 hours
Literature 2	26	2	—	2 to 3 hours
History and Social Science 2	26	2	—	2 hours
Physical Education 4	26	2	—	2 hours
Music 2	26	1	—	1 hour
Music 4	26	1	—	None
Education 2	26	1	—	2 hours
English Language 10	26	2	—	1 hour
Nature Study	26	4	—	4 to 5 hours
Physical Science 1	26	2	—	2 hours
Practical Arts 2	26	3	—	2 hours
Fine Arts 2				
Physical Education 2	26	2	—	None
Education 6	10	—	Entire time	15 hours

In April an opportunity will be given to members of the first-year class to elect the intermediate course, and to members of the second-year class in that course to elect the group of subjects to be pursued by each in the third year; in every case the election is subject to the approval of the principal. After this date no change in course may be made except for imperative reasons which could not have been foreseen. No course will be given unless there is a sufficient demand to warrant its maintenance.

B. Intermediate Department

Designed for students preparing to teach in grades 7 and 8 and in junior high schools

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
Identical with first year of A				
<i>Second Year</i>				
English Language 3	26	2	—	2 to 3 hours
Literature 3	26	2	—	2 to 3 hours
Arithmetic 2	26	2	—	1 to 2 hours
Geography 2	26	2	Occasional field trips	2 hours
History and Social Science 3 .	26	2		—	2 hours
Music 3	26	1	—	1 hour
Music 4	26	1	—	None
Biological Science	26	4	—	4 to 5 hours
Physical Science 2	26	2	—	2 hours
English Language 11	26	2	—	1 hour
Practical Arts 3	26	3	—	2 hours
Fine Arts 3				
Physical Education 3	26	2	—	None
Education 7	10	—	Entire time	15 hours

B. Intermediate Department — Concluded

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
Third Year (Elect One Group)				
Group I.:				
English Language 4	26	2	-	3 hours
Literature 6	26	5	-	5 to 8 hours
Literature 7				
Music 4	26	1	-	None
Education 3	26	3	-	3 hours
Education 9	26	1	-	1 hour
Physical Education 5	26	2	-	2 hours
History and Social Science 4 .	26	5	-	5 hours
Practical Arts 4	26	5	-	2 hours
Fine Arts 4				
Education 7	10	Entire time	-	15 hours
Group II.:				
English Language 4	26	2	-	3 hours
Literature 7	26	2	-	2 to 3 hours
Music 4	26	1	-	None
Education 3	26	3	-	3 hours
Education 9	26	1	-	1 hour
Physical Education 5	26	2	-	2 hours
Geography 3	26	5	-	5 hours
Biological Science	26	4	-	4 to 5 hours
Physical Science 3	26	5	-	5 hours
Education 7	10	Entire time	-	15 hours
Group III.:				
English Language 4	26	2	-	3 hours
Literature 7	26	2	-	2 to 3 hours
Music 4	26	1	-	None
Education 3	26	3	-	3 hours
Education 9	26	1	-	1 hour
Physical Education 5	26	2	-	2 hours
Geography 3	26	5	-	5 hours
Arithmetic 4	26	3	-	2 to 3 hours
Bookkeeping 5	26	5	-	5 hours
Penmanship				
Typewriting 5	26	5	-	2 hours
Education 7	10	Entire time	-	15 hours

C. Commercial Department

Designed for students preparing to teach in high schools of commerce or commercial departments in high schools

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
English Language 5	36	2	1	2 hours
Shorthand 1	36	4	—	5 hours
Typewriting 1	36	4	—	None
History and Social Science 5	36	3	—	3 hours
Geography 4	36	2	—	2 hours
General Science	36	2	—	2 hours
Bookkeeping 1	36	2	—	3 hours
Bookkeeping 1a	36	1	—	1½ hours
English Language 12	36	1	—	1 hour
Physical Education 6	36	1	—	1½ hours
Music 4	36	1	—	None
<i>Second Year</i>				
English Language 6	36	2	Frequent conference	2 to 3 hours
English Language 7	36	1	—	1½ hours
Shorthand 2	36	3	—	4 hours
Typewriting 2	36	3	—	1 hour
History and Social Science 6	36	2	—	2 hours
Arithmetic 3	36	2	—	3 hours
Geography 5	36	2	—	2 hours
Bookkeeping 2	36	3	—	4½ hours
Education 4	36	3	—	3 to 4 hours
English Language 13	36	1	—	1 hour
Salesmanship	36	2	—	2 hours
Music 4	36	1	—	None
<i>Third Year</i>				
Business practice under the gen- eral supervision of the school (see page 18)				

C. Commercial Department — Concluded

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>Fourth Year</i>				
Literature 4	26	2	—	2 to 3 hours
Literature 5	26	2	—	2 hours
Shorthand 3	26	3	—	4 hours
Typewriting 3	26	3	—	2 hours
History and Social Science 9 .	26	2	—	2½ hours
History and Social Science 7 .	13	3	—	4 hours
History and Social Science 8 .	13	3	— ¹	4 hours
Geography 6	26	2	—	2 hours
English Language 14	26	1	—	1 hour
Bookkeeping 3	26	4	—	4½ hours
Education 5	26	2	—	2 hours
Music 4	26	1	—	None
Education 8	10	Entire time	—	—

¹ An afternoon every third week for studying a local industry first hand

Elective for One-year Special Course

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
Shorthand 4	26 to 36	5	—	8 hours
Shorthand 5	26 to 36	1	—	1½ hours
Typewriting 4	26 to 36	5	—	2 to 3 hours ¹
Bookkeeping 4	26 to 36	2	—	2 hours
Bookkeeping 4a	26 to 36	2	—	2 hours

¹ Second half year

Courses for elementary school teachers are marked A; for intermediate school teachers, B; for commercial teachers, C.

ENGLISH LANGUAGE

English Language 1. (A, B) Language lessons and composition in the first six grades. Discussion, reading, written work, criticism, conference. Miss LEAROYD and Miss INGLIS.

First year. Two recitations and two to three hours of preparation weekly.

Individual training in clear and effective speech and writing; principles of language studied chiefly as a foundation for teaching; aims and methods in teaching English; type lessons.

English Language 2. (A) Teaching of English in the first six grades. Discussion, reading, written work, conference. Miss LEAROYD and Miss INGLIS.

Second year. Two recitations and two hours of preparation weekly.

Definite lesson plans for each grade, illustrating different lines of work; practice in adapting stories and other material for use in schools; study of good language books and books on the teaching of English.

English Language 3. (B) Composition. Discussion, reading, themes, criticism, conference. Miss LEAROYD.

Second year. Two recitations and two to three hours of preparation weekly.

Aim: to give systematic and advanced instruction in English and training in oral and written composition. Narration, description, exposition, grammar.

English Language 4. (B) Teaching of English in grades 7 and 8 and in junior high school. Miss LEAROYD.

Third year. Two recitations and three hours of preparation weekly.

Discussion of subject-matter and methods of training in use at present; selection and organization of material to accomplish definite aims; a systematic and typical course of lessons worked out for one of the upper grades.

English Language 5. (C) Rhetoric and composition. Themes, criticism, dictation, correction of papers, conference. Miss LEAROYD.

First year. Two recitations, one laboratory period, and two hours of preparation weekly.

Study of the paragraph, the sentence (including grammar); words; the study of models; oral and written composition; spelling and definition; punctuation and capitalization. Aims: clear thinking and effective speech and writing.

English Language 6. (C) Exposition, description, narration. Miss LEAROYD.

Second year. Two recitations and two to three hours of preparation weekly, and frequent conferences.

Collecting and organizing material and presenting it in oral or written form. Reading specimens of prose composition, short stories, magazines. Many short and frequent long themes; training in securing and holding the attention of the class by reading aloud, giving abstracts of stories and of other reading, criticism, etc. Correct use and practice in dictation. Aims: clear, full and interesting presentation.

English Language 7. (C) Business English and correspondence. Miss BROOKS.

Second year. One recitation and one and one-half hours of preparation weekly.

Aim: to give the student a thorough training in business letter-writing. The work of the second half year includes also telegrams, cablegrams, postal service, and printers' marks.

English Language 8. (A, B) Methods of teaching reading in the first three grades. Miss ROGERS.

First year. Twelve weeks, three recitations, two to three hours of preparation, conference, or observation weekly.

A course dealing with the "learning to read" stage, and phonetics.

English Language 9. (A, B) Oral reading. Miss ROGERS and Miss Ayer.

First year. Two recitations and two hours of preparation weekly.

Aims: to give students training in oral reading and story telling; and to lead them to study, observe, and discuss methods of teaching reading in grades 4, 5, and 6.

English Language 10. (A) Practice and methods course in penmanship for teachers of the first six grades. Mr. DONER.

Second year. Two recitations and one hour of preparation weekly.

Aim: to train students to write well on paper and on the blackboard, in order that they may possess the skill required to teach penmanship in the first six grades. Demonstration lessons before classes are required which give the student confidence and ability to teach. Class discussion of the best methods for securing maximum of results in the minimum of time.

English Language 11. (B) Practice and methods course in penmanship for teachers in grades 7 and 8 and junior high school. Mr. DONER.

Second year. Two recitations and one hour of preparation weekly.

Aims and methods as in English Language 10.

English Language 12. (C) Beginner's course in penmanship. Mr. DONER.

First year. One recitation and one hour of preparation weekly.

Aim: to develop letter-form and freedom of movement.

English Language 13. (C) Advanced course in penmanship to perfect form and control of movement. Mr. DONER.

Second year. One recitation and one hour of preparation weekly.

Training to write well on paper and on the blackboard.

English Language 14. (C) Methods course in penmanship for teachers in commercial departments of high schools and for supervisors of penmanship in the grades. Mr. DONER.

Fourth year. One recitation and one hour of preparation weekly.

Blackboard writing; pupils required to give demonstration lessons before class; class discussion of the best methods for securing results.

LITERATURE

Literature 1. (A, B) Children's literature. Miss ROGERS.

First year. Twenty-four weeks, three recitations and three to four hours of preparation or observation weekly.

Aims: to lead to an acquaintance with and appreciation of subject-matter; to give an opportunity to study its use in the first six grades of the elementary school; and to give practice in selecting and organizing material for use in these grades.

Literature 2. (A) Appreciation of literature. Miss PEET.

Second year. Two recitations and two to three hours of preparation weekly.

This course aims to broaden the student's appreciation of literature and to give him help in selecting books for his general reading. Both standard and current writers are studied. The topics covered are: the enjoyment of poetry; a Shaksperian drama; how to tell a good novel; the selection of biographies and other books of inspiration. Each student chooses his own subject and writes during the year four long themes suggested by the main topics of the course.

Literature 3. (B) Teaching of literature in grades 7 and 8 and junior high school. Miss PEET.

Second year. Two recitations, and two to three hours of preparation weekly.

This course, which takes up methods of classroom work, embraces studies in poetry, in popular stories and standard books, together with the means of arousing in children an appreciation for literature and of cultivating in them the habit of reading good books.

Literature 4. (C) General literature. Miss PEET.

Fourth year. Two recitations and two to three hours of preparation weekly. Occasional papers.

Aim: to arouse a keener appreciation and enjoyment of good literature. The various literary types are studied with their best representative authors, and some attention is given to historical development. Works of authors of admitted superiority are used to establish a standard of comparison, and these are followed by a study of contemporary writers.

Literature 5. (C) Commercial literature. Mr. CUSHING.

Fourth year. Two recitations and two hours of preparation weekly.

A study is made of the best of the current literature that deals with commercial and industrial conditions and activities. It is believed that some of the literature of this field is worthy of developing an appreciation for literature in general; at the same time it acquaints the student with the problems, ideals and significance of the wide field of commerce, in order that he may become a more intelligent high school teacher of commercial subjects.

Literature 6. (B) Advanced course in teaching literature. Miss PEET.

Third year. Three recitations and from three to four hours of preparation weekly.

This course is for students who wish to specialize in the teaching of literature. The work covers a study of subject-matter to be taught, literary sources, and methods of teaching. It includes not only classroom work but a study of recreational reading for children and schoolroom entertainments.

Literature 7. (B) Appreciation of literature. Miss PEET.

Third year. Two recitations and two to three hours of preparation weekly.

For a description of the course, see Literature 2 (A).

ARITHMETIC

Arithmetic 1. (A, B) Methods of teaching primary arithmetic.
Miss PEET and Miss AYER.

First year. Three recitations and two to three hours of preparation weekly.

This course takes up methods of teaching arithmetic to children in the first six grades of the elementary school. Such topics as the following are studied: aim of work; development of the idea of number; logical and psychological arrangement of subject-matter; outlining topics; preparation of lessons; means of securing skill in computing; studies in application.

Arithmetic 2. (B) Methods of teaching arithmetic in grades 7 and 8 and junior high school. Miss PEET.

Second year. Two recitations and one to two hours of preparation weekly.

In this course is given a thorough review of the teaching of the essential processes in arithmetic, together with a study of common business and industrial applications of the subject.

Arithmetic 4. (B) Teaching arithmetic in grades 7 and 8 and the junior high school; advanced course. Miss PEET.

Third year. Three recitations and two to three hours of preparation weekly.

This course is intended for students who wish to specialize in the teaching of arithmetic. It covers the same ground as that of Arithmetic 2, but goes into the work more intensively. It lays special emphasis on phases of arithmetic related to industries, the study of civics, and to geography.

Arithmetic 3. (C) Commercial arithmetic, advanced course.
Miss HOWLAND.

Second year. Two recitations and three hours of preparation weekly.

The course is designed to give a review of elementary principles in arithmetic, the application of these principles to commercial work, and methods of handling the subject in high schools.

LIBRARY STUDY

Library study. (A, B) A course in the technical knowledge and use of libraries. MISS MARTIN.

One-half of first year. One recitation, one laboratory or conference period and one hour of preparation weekly.

Aims: to bring students into close touch with the school library, show its resources and train to their efficient use; to encourage observation and practice in the home public library; to develop and foster the right attitude towards books and libraries. Topics: decimal classification; arrangement on the library shelf; card catalogue; magazine index; book index and table of contents; reference books; investigation of a subject in a library; government publications; book selection and buying; the general principles of classification and cataloguing; relations between the public library and the public school.

GEOGRAPHY

Geography 1. (A, B) Academic and methods course. MR. CUSHING and MISS FLANDERS.

First year. Four recitations, with regular field and laboratory work, and four hours of preparation weekly.

First half year. General course in geography, consisting of a study of soils, relief, weather, and climate in relation to people, in the vicinity of Salem and in distant lands. Aim: to develop a fund of geographic knowledge that will serve as a background for teaching geography in the first six grades.

Second half year. Methods course to prepare teachers for the first six grades. A study is made of the content of home geography, the plan of a course of study, methods of developing the subject-matter of geography in the successive grades, and the use of textbooks, collateral reading and illustrative material.

Geography 2. (B) Continental geography. MR. CUSHING and MISS FLANDERS.

Second year. Two recitations and two hours of preparation weekly, with occasional field trips.

Aim: to prepare teachers for grades 7 and 8 and junior high school. The continents are studied to build up a knowledge of their life relations, and to illustrate various methods of approach and treatment. The adaptation of methods and materials to grades occupies about one-fourth of the course. Acquaintance is made with all of the modern textbooks, readers and manuals, and with their supplementary material.

Geography 3. (B) Junior high school geography. Mr. CUSHING

Third year. Five recitations, five hours of preparation and occasional teaching lessons in the training school. Prerequisites, Geography 1 and Geography 2.

Aim: to fit students to become teachers of geography in the upper grades of the junior high school. Two elementary courses are outlined and sample portions of their content are worked out in detail. One course, called project geography, is adapted to the seventh or eighth grade, and deals with units of work suggested by current events or other interests of the pupils. It aims to fill in the gaps left in the early work. The other course, commercial and industrial geography, is for the eighth or ninth grade.

Geography 4. (C) General geography. Mr. WHITMAN.

First year. Two recitations and two hours of preparation weekly.

Aim: to construct a broad basis for understanding commercial geography. A study is made of land and water forms and climate in relation to the activities of people in the immediate environment and various portions of the surface of the earth.

Geography 5. (C) Commercial geography. Mr. CUSHING and Miss FLANDERS.

Second year. Two recitations and two hours of preparation weekly; occasionally an afternoon for the study of actual commercial units, such as harbors, railroads and industrial plants. Prerequisite, Geography 4.

An intensive study is made of the representative conditions and commodities of commerce of Salem and Boston and vicinity, with special emphasis upon their relation to geographic factors. With this as a basis, world commerce is studied with the help of numerous textbooks, general reference books, museum specimens, pictures, etc. The needs of high school pupils are considered, and courses are outlined and methods discussed to meet them.

Geography 6. (C) Commercial and industrial geography. Mr. CUSHING.

Fourth year. Two recitations and two hours of preparation weekly, with an afternoon every third week for studying a local industry at first hand.

Aim: to prepare students to become teachers of commercial and industrial geography in high schools of New England. A course for high schools is built up and discussed, based upon the four fields of commerce and industry: primary production, transportation, manufacturing or secondary production, and consumption. All modern textbooks on the subject are used for reference, and various illustrative materials are introduced. The industrial countries are particularly studied with especial emphasis upon the United States. Many industries are studied by means of motion pictures.

HISTORY AND SOCIAL SCIENCE

History and Social Science 1. (A, B) Problems in government and methods in teaching history and social science. Miss INGLIS.

First year. Two recitations and two hours of preparation weekly.

First half year: Aim: to bring the student into close contact with the great masterpieces of historical writing, and to acquaint the future teacher with the material available for making the past real. Reading in the standard histories and biographies and in suitable "sources," with discussion of ways of using this material in the first six grades; also local history with field trips to places of historical interest.

Second half year. Aim: to create the foundation of knowledge on which good citizenship rests and to show how to teach the subject in the first six grades, objectively and practically. Observational trips by classes to various public buildings, especially the council chamber in the city hall, the polling booths and registration rooms, and the court room, are made the basis for textbook lessons.

History and Social Science 2. (A) American history and methods in teaching history and social science. Miss TERRILL.

Second year. Two recitations and two hours of preparation weekly.

Aim: to prepare teachers for the first six grades of the elementary schools. The aims, materials and methods of presentation are examined. Practical work in the preparation and criticism of lesson plans; reports and discussions of contemporaneous magazine and newspaper articles; presentation of simple dramatized scenes from American and European history; observational trips to places of historical interest in Salem.

History and Social Science 3. (B) American history and methods in teaching history and social science in grades 7 and 8 and junior high school. Miss TERRILL.

Second year. Two recitations and two hours of preparation weekly.

A study of early American history with related units of general history. Extended collateral reading is given to develop the student in historical methods, and the pedagogy of history for the intermediate school is begun.

History and Social Science 4. (B) American history and methods in teaching history and social science in grades 7 and 8 and junior high school. Miss TERRILL.

Third year. Five recitations and five hours of preparation weekly.

To give the student a surer grasp of present-day social, economic, and political problems, a more intensive study is made of recent American history and government with their European background. Methods of teaching history and social science in the seventh and the eighth grades are continued.

History and Social Science 5. (C) Economic and industrial history of Europe. Miss TERRILL.

First year. Three recitations and three hours of preparation weekly.

By a survey of the history of Europe from the eve of the Middle Ages to the present time an attempt is made to give a basis for the understanding of present social, political and economic conditions of modern States.

History and Social Science 6. (C) Economic and industrial history of the United States. Miss TERRILL.

Second year. Two recitations and two hours of preparation weekly.

Aim: to acquaint the student with the social, political and economic development of the United States during the nineteenth and twentieth centuries, and by a detailed study of the nation's government, to bring to him a realization of the growing organization, ideals and functions of that government.

History and Social Science 7. (C) History of modern commerce. Mr. TILFORD.

First half of fourth year. Three recitations and four hours of preparation weekly.

Aim: to promote a proper understanding of the value of commerce to national and individual life. The course includes a study of present-day tendencies in commerce and allied fields. The laboratory method is used where possible.

History and Social Science 8. (C) Economics. Contemporary economic problems. Mr. TILFORD.

Second half of fourth year. Three recitations and four hours of preparation weekly.

A study of economics, based on present-day problems, carried on through type studies, current literature and personal investigation.

History and Social Science 9. (C) Commercial law. Mr. TILFORD.

Fourth year. Two recitations and two and one-half hours of preparation weekly.

An inductive study of the application of the principles of justice to ordinary commercial relationships, aiming to develop a judicial habit of mind in the consideration of business affairs, and to acquaint the pupil with some of the more common requirements of business laws.

MUSIC

Music 1. (A, B) Elementary music. Mr. ARCHIBALD.

First year. One recitation and one hour of preparation weekly.

Voice training, sight reading, ear training, and writing of symbols used to represent the time and tune of music. The subject-matter of this course is practically the work of the first six grades of the elementary school.

Music 2. (A) Mr. ARCHIBALD.

Second year. One recitation and one hour of preparation weekly.

Aim: to familiarize the students with the music work of the first six grades, and to acquaint them with the best ways of presenting the problems. The child voice, song interpretation, part singing are some of the topics discussed. Outlines of the grade work are given and teaching plans of the principal subjects are made. Melody writing as a means of illustrating the various problems is required.

Music 3. (B) Mr. ARCHIBALD.

Second year. One recitation and one hour of preparation weekly.

In addition to the work of Music 3 is required the study of the problems developed in three and four part singing, and in the boy's changing voice and its development.

Music 4. (A, B, C) Music appreciation and general singing.

Mr. ARCHIBALD.

Required of all members of the school. One recitation weekly throughout the course.

Programs of folk songs and dances, art songs and composers are prepared and presented by students. The Victrola and pianola are used in this work. During the year several concerts and lectures are given by people well known in the musical world. Singing of standard choruses.

EDUCATION

Education 1. (A, B) Applied psychology and pedagogy. Mr.

ALLEN.

First year. Two recitations and two hours of preparation weekly.

A study of the mind as familiar in every-day life and in the schoolroom, leading to ideas of development in body and mind, and of purposeful guidance in that development as the work of education; modes of learning discovered are applied practically to processes of teaching and management; directed observation in the training school to demonstrate processes of instruction, the planning of lessons and the reasons underlying; types of lessons, principles of class and school management, measurement, supervision, general and special aims of

education. This course is planned in immediate preparation for intelligent practice teaching in the senior year and general preparation for later professional work.

Education 2. (A) Pedagogy. Mr. PITMAN.

Second year. One recitation and two hours of preparation weekly.

General and specific aims of education; discussion of current educational problems; school administration, including classroom management; school laws of Massachusetts.

Education 3. (B) Pedagogy. Mr. ALLEN.

Third year. Three recitations and three hours of preparation weekly.

A course intended to summarize the details of educational theory and practice from the preceding courses and from the practice teaching. It includes the psychology of adolescence; the psychology of the school subjects of the upper grammar grades and the junior high school; and the development of education through the significant leaders and movements of the past to its present status and problems. The technique of scales and standards will be included.

Education 9. (B) Pedagogy. Mr. PITMAN.

Third year. One recitation and one hour of preparation weekly.

Contemporaneous problems in elementary education; special investigations and reports; school administration.

Education 4. (C) Elementary psychology. Mr. ALLEN.

Second year. Three recitations and three to four hours of preparation weekly.

The course aims to give an understanding of the fundamental laws which govern mental activity, and, by attention to the processes by means of which knowledge is obtained and formulated, to lay a foundation for the course in pedagogy.

Education 5. (C) Pedagogy and its application in commercial teaching. Mr. TILFORD.

Fourth year. Two recitations and two hours of preparation weekly.

A course preparing for the teaching of commercial subjects; general methods and methods of teaching the special subjects, covering briefly the history, function and scope of commercial training in the high school.

Education 6. (A) Practice teaching.

Second year. Ten weeks, thirty periods weekly.

Education 7. (B) Practice teaching.

Second and third year. Ten weeks, thirty periods weekly.

Education 8. (C) Practice teaching.

Fourth year. Ten weeks, thirty periods weekly.

PRACTICAL ARTS AND FINE ARTS

Practical Arts 1. (A, B) A course dealing with simple projects in industrial arts. Mr. WHITNEY and Miss SOLOMON.

One-half of first year. Two recitations and one hour of preparation weekly.

Aims: to train teachers for the first six grades of elementary schools along practical and industrial lines; to give the ability to make, read and apply simple structural drawings and patterns; to use simple hand tools; and to apply this knowledge to other studies in the curriculum. There is frequent observation of the work in the training school, visits to shops, gardens, etc.

Fine Arts 1. (A, B) A course in drawing, color, design and art appreciation. Mr. WHITNEY and Miss SOLOMON.

One-half of first year. Two recitations and one hour of preparation weekly.

The course is designed to create and foster a knowledge and appreciation of art. There is frequent observation of teaching and methods in the training school. The illustrative work is closely related to other studies in the curriculum. A general review of work experienced or observed in the public schools is included.

Practical Arts 2. (A) A course dealing with elementary projects in such lines as bookbinding, pottery, weaving, etc. Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

As in the previous course the aims are: the ability to make, read and apply structural drawings and patterns to the actual construction of simple projects; the ability to teach such work in the first six grades in the elementary schools; to appreciate purpose and fitness and good structural design; and to apply these to all industrial work.

Fine Arts 2. (A) A course in drawing, color, design, art appreciation and methods of teaching. Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

Aims: to prepare teachers for the first six grades of elementary schools and to cultivate taste and art appreciation. Courses of study are planned and methods of teaching are studied and applied in the actual work in the training school. Blackboard sketching is applied in other studies in the curriculum.

Practical Arts 3. (B) Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

Same as Practical Arts 2, except that the course consists of more advanced projects, adapted to grades 7, 8 and 9; observation and practice in sewing, cooking, modeling and gardening for the women; and in printing, woodworking and gardening for the men.

Fine Arts 3. (B) Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

This course includes harmonics of color to be applied to school projects, the interior of the schoolroom or home; plans and color schemes for flower gardens, etc.; decorative and applied design; pictorial drawing involving principles of foreshortening and convergence; picture study; nature drawing; and black-board sketching.

Practical Arts 4. (B) Intended to familiarize the pupil with the courses of study, methods and demands made upon teachers in grades 7 and 8 and the junior high school. Mr. WHITNEY.

One-half of third year. Five recitations or shop periods and two hours of preparation weekly.

Observation and practice in mechanical drawing, bookbinding, modeling and printing. The school and home gardens are planned, drawings made to scale and the color schemes applied.

Fine Arts 4. (B) Methods and practice for students preparing to teach in grades 7 and 8 and the junior high school. Mr. WHITNEY.

One-half of third year. Five recitations and two hours of preparation weekly.

Aims: to offer a general survey of the history of architecture, sculpture and painting; to familiarize the pupils with the work required in the higher grades along the lines of drawing, applied design, nature work, etc. The course comprises the preparation and dyeing of papers, reeds and fabrics for the work in practical arts; the making and application of good designs in form and decoration; the drawing of trees, plants and details studied in the nature course; and the drawing of simple objects and groups in outline, mass and color. The major part of the course is devoted to definite school projects, methods and practice teaching.

Practical Arts 5. (A) Gardening 1. Miss GOLDSMITH.

Second year. Comprising the work in nature study for the spring months.

Aim: to give practical experience in garden work and acquaint the student with methods and devices for carrying on school and home gardens.

Practical Arts 7. (B) Gardening 2. Miss GOLDSMITH.

Second year. Constitutes the work in nature study for the spring months.

Fulfills practically the same conditions as Practical Arts 5 (A), except that special attention is given to kinds of work required in grammar grades or the junior high school.

Practical Arts 6. (B) Gardening. Mr. STOCKWELL.

A garden, comprising half an acre, is worked on the community basis, and is planted entirely to vegetables, which are sold to families living in the vicinity of the school and to local dealers. This garden is planted, cared for, and the products harvested and marketed, by the boys of the seventh and eighth grades.

There is also opportunity for a limited number of normal school students to receive instruction in both woodworking and printing. These courses are elective and are given out of regular hours.

PHYSICAL EDUCATION

Physical Education 1. (A, B) Physical training. Miss WARREN and Miss SOLOMON.

First year. Two periods weekly.

This course is designed to improve the physical condition of the student. It includes plays and games and methods of teaching them, with emphasis on the learning of the games and playing them. Folk dancing and corrective exercises are important features of the work.

Physical Education 2. (A) Physical training. Miss WARREN.

Second year. Two periods weekly.

This course aims to prepare the student to teach such exercises as may be used in the first six grades of the elementary schools, as story plays, folk dancing and both outdoor and indoor games.

Physical Education 3. (B) Physical training. Miss WARREN.

Second year. Two periods weekly.

Teaching lessons in folk dancing and games suitable for upper grades are prepared by the students. Some time is devoted to formal gymnastic work. Opportunities to supervise groups of children in the playground and in the gymnasium and to do some corrective work are utilized.

Physical Education 4. (A) General hygiene. Miss WARREN.

Second year. Two recitations and two hours of preparation weekly.

Discussion of methods frequently takes the place of the recitation. The teaching of hygiene in a normal school has a twofold purpose, — to help the student to realize how he may maintain in his own body the highest possible working efficiency, and to train him to present the subject to children in such a manner as to bring about a marked improvement in their standard of health.

Physical Education 5. (B) Hygiene and sanitation. Miss WARREN.

Third year. Two recitations and two hours of preparation weekly.

Aim: to train students to present those phases of hygiene and sanitation which can best be understood by pupils in the upper grammar grades. Emphasis is placed upon public health problems, as milk and water supply, housing, sewage disposal and infectious diseases. Attention is also given to the intelligent treatment of emergency cases.

Physical Education 6. (C) Personal hygiene. Miss WARREN.

First year. One recitation and one and one-half hours of preparation weekly.

The purpose of the course is to aid the student to form right habits of living, and to furnish accurate knowledge of social hygiene, including personal, family, city, State and industrial hygiene.

SCIENCE

Nature Study. (A) Miss GOLDSMITH.

Second year. Four recitations and four to five hours of preparation weekly.

Occasional papers. Laboratory work given in place of regular preparation or recitation at the discretion of the instructor. The course is intended to give first-hand, working knowledge of the plants and animals of the locality and fit the students to teach nature study in the first six grades. Birds, insects, common mammals, trees, flowers, fruits, seeds, and germination are among the subjects taken. Soils, tillage and fertilizers are studied as an introduction to garden work. Project work is done in as far as it seems practical under present conditions.

Biological Science. (B) Miss GOLDSMITH.

Second year. Four recitations and four to five hours of preparation weekly.

A course intended to prepare students to teach in the seventh and eighth grades or the junior high school. Field work is done as long as the season permits, and laboratory work during the winter. Project work is carried on throughout the year. Students are made familiar with the plant and animal life common to the community, particular attention being given to the economic aspects. Occasional papers.

Physical Science 1. (A) Mr. WHITMAN.

Second year. Two recitations and two hours of preparation weekly.

The course is intended to afford a broad outlook over the field of general science, and an insight into the ways in which science is useful to man. Students report to the class the results of their own individual study. The project method

is employed. The library offers a good supply of science books and periodicals. Laboratories and apparatus are available for students to pursue their projects experimentally. Students are encouraged to demonstrate before the class with apparatus. Reports on excursions to study practical applications of science in the arts and industries, are made by individual students.

It is recommended that students put the major part of their time upon those science projects which are of special interest to them, or which they have exceptional opportunities to study. The natural interest of different individuals will, when brought together, give a course which covers the home, the school, public utilities, industries, and the world of nature. The course is determined largely by the students' interests and environment.

Physical Science 2. (B) Mr. WHITMAN.

Second year. Two recitations and two hours of preparation weekly.

The general plan of this course is like that of General Science 1, but the projects chosen for work are in the main those which would interest and be of value to pupils in the seventh and eighth grades. The projects are treated, however, from the adult viewpoint. Both demonstration work and the preparation of charts useful in teaching are required of each student.

Physical Science 3. (B) Mr. WHITMAN.

Third year. Five recitations and five hours of preparation weekly.

This course is chiefly of a professional nature. The students prepare lessons suitable for the seventh and eighth grades, and have some practice teaching in the training school and in other schools with which the normal school is affiliated. Students are expected to prepare a personal equipment consisting of charts, a collection of pictures, and other teaching devices. The chief aim of the course is to find for general science the same useful place in the grades that has already been established for nature study.

General Science. (C) Mr. WHITMAN.

First year. Two recitations and two hours of preparation weekly.

A study of general science in its relations to the arts and industries, particularly those within the immediate environment of the students. Frequent excursions, investigations and reports. The course is closely related to that in industrial geography.

SHORTHAND

Shorthand 1. (C) Benn Pitman. Introductory course. Miss ROLLINSON.

First year. Four recitations and five hours of preparation weekly.

Principles of the system are mastered, keeping the professional side in view and a fair amount of speed in new matter is acquired.

Shorthand 2. (C) Benn Pitman. Intermediate course. Miss ROLLINSON.

First half of second year. Three recitations and four hours of preparation weekly.

Principles are reviewed thoroughly, speed work is continued, and classics, which are written in shorthand, are read and studied.

Stenographic office training. (C) Miss ROLLINSON.

Second half of second year. Six recitations with four hours of preparation weekly.

The shorthand and typewriting are merged into an office training course, consisting of stenographic work, typewriting, filing, cataloguing, multigraphing, stenciling, office routine, etc., and including speed work in both shorthand and typewriting.

Shorthand 3. (C) Benn Pitman. Methods course. Miss ROLLINSON.

Fourth year. Three recitations and four hours of preparation weekly.

Aim: to present the best methods of teaching shorthand. This includes a study of pedagogical works on the subject of shorthand, observation teaching, plan work and training. Comparison of texts and systems also enters into this course.

Shorthand 4. (C) Benn Pitman. Miss ROLLINSON. For special students who are admitted to a one-year course. Five recitations and eight hours of preparation weekly.

A brief yet comprehensive course in shorthand, including a thorough training in the principles of the system, a small amount of dictation, and methods to be employed in the presentation of principles and in the handling of speed work.

Shorthand 5. (C) Gregg. Miss ROLLINSON. Elective for students who have already completed a course in Gregg shorthand.

One recitation and one and one-half hours of preparation weekly. The course consists of a review of principles with the professional idea in mind, speed dictation and method work.

TYPEWRITING

Typewriting 1. (C) Foundation course for beginners. Miss BROOKS.

First year. Four laboratory periods weekly.

Aim: to make of each student an accurate touch operator by giving a thorough knowledge of the keyboard and of the use of the various parts of the machine, and by teaching him to write rhythmically. During the last quarter accuracy tests are given.

Typewriting 2. (C) Advanced course. Miss ROLLINSON.

First half of second year. Three laboratory periods and one hour of preparation weekly.

Transcription, including all advanced forms of typewriting: letter arrangement, tabulation, legal work, etc. Special attention is given to speed work.

Typewriting 3. (C) Methods course. Miss BROOKS.

Fourth year. Three periods, recitation and laboratory, and two hours of preparation weekly.

This course discusses the work of Typewriting 1 and Typewriting 2 from the professional viewpoint. General methods are considered, textbooks are examined and criticized, courses of study, adapted to different groups of students, are planned.

Typewriting 4. (C) Miss BROOKS.

For special students who are admitted to a one-year course. Five periods, laboratory and recitation, and two to three hours of preparation during the second half-year.

This course covers the work of Typewriting 1, 2 and 3, and is so planned as to make it possible for either a beginner or an advanced student to complete the required amount of work in one year.

Typewriting 5. (B) Miss BROOKS.

For junior high school teachers. Five laboratory periods and two hours of preparation weekly.

The aim of this course is to give the student sufficient practice in the use of the machine to acquaint him with the work usually done by junior high school classes in typewriting. It deals also with methods to be used with younger pupils.

BOOKKEEPING

Bookkeeping 1. (C) Introductory course. Miss HOWLAND.

First year. Two recitations and three hours of preparation weekly (taken in conjunction with Bookkeeping 1a).

Aim: to teach elementary principles and bookkeeping routine.

Bookkeeping 1a. (C) Principles of accounts. Mr. TILFORD.

First year. One recitation and one and one-half hours of preparation weekly (taken in conjunction with Bookkeeping 1).

The course develops the principles of debit and credit, various expedients for recording transactions, theory and purpose of the account, and instructs the pupil in the formulation of the usual business statements.

Bookkeeping 2. (C) Advanced course. Mr. TILFORD.

Second year. Three recitations and four and one-half hours of preparation weekly.

Special attention is given to principles underlying the construction of accounts and their classifications, and the preparation and interpretation of business statements to show condition and progress of the business. The application of accounts to varied lines of work undertaken, elements of cost accounting and variations due to form of organization are studied.

Bookkeeping 3. (C) Elementary accounting. Mr. TILFORD.

Fourth year. Four recitations and four and one-half hours of preparation weekly.

Comprehensive study of balance sheets and statements of various kinds; detailed consideration of assets and liabilities, depreciation, reserves, surplus, capital and revenue expenditures, statements of affairs, deficiency account, realization and liquidation statements; also, study of accounts of nontrading concerns, as societies, clubs, etc. The course closes with instruction in methods of teaching bookkeeping in high schools.

Bookkeeping 4. (C) Elementary bookkeeping and methods of teaching. Miss HOWLAND.

For special students who are admitted to a one-year course. Two recitations and two hours of preparation weekly (taken in conjunction with Bookkeeping 4a).

A course combining instruction in bookkeeping principles and practice with instruction in methods of presentation in high schools.

Bookkeeping 4a. (C) Theory of accounts. Mr. Tilford.

For special students who are admitted to a one-year course. Two recitations and two hours of preparation weekly (taken in conjunction with Bookkeeping 4).

Similar to Bookkeeping 1a, but the maturity of the pupil and additional time permit of more extended and comprehensive work.

Bookkeeping 5. (B) Mr. TILFORD.

Junior high school bookkeeping and penmanship. Five recitations and five hours of preparation weekly.

The aims of the course are to develop the principles of debit and credit; to explain the expedients for recording various business transactions; to show the purposes of the different ledger accounts; to instruct the pupil in the formulation of the usual statements; and to give instruction in the methods of teaching bookkeeping in the junior high school.

Salesmanship. (C) Mr. TILFORD.

Second year. Two recitations and two hours of preparation weekly.

The course will be supplemented by lectures by specialists in this subject representing schools in which salesmanship is taught and several large commercial organizations in Boston.

Stenotypy. (C) Miss BROOKS. Elective for first and fourth years. Two recitations and two hours of preparation weekly.

A course covering the entire theory work of stenotypy may be taken in one year. Upon the completion of this course, a student will receive a teacher's diploma in the subject, issued by the instruction department of the Stenotype Company and endorsed by this school.

LECTURES AND CONCERTS

The following lectures and concerts have been given at the school since the issue of the last catalogue:—

Concert	Glee clubs of Massachusetts Institute of Technology and Salem Normal School
Concert	Glee clubs of Framingham and Salem Normal School
Concert	Tuskegee male quartet
Concert	Durell string quartet
Music as a human need	Dr. Alma Powell Webster
Opera talks	Mr. Havrah Hubbard
Merry Wives of Windsor André Chénier	
School and home gardens	Mr. George L. Farley
Panama	Professor Ellsworth Huntington
The new internationalism	Mrs. Lucia Ames Mead
Some of the larger aspects of teaching	Dr. David Snedden
Memorial Day address	Hon. Alfred S. Roe
Commencement address: New conceptions of education	Dr. G. Stanley Hall
Reading	Professor John Duxbury
Reading: Longfellow	Mr. Clarence A. Brodeur
Hamlet	Mr. Henry Lawrence Southwick
A biological principle and its application to individual education	Dr. Otis W. Caldwell
The iron age	Professor R. H. Whitbeck
Art talks	Mrs. Minna Eliot Tenney Peck
Symbolism, traditions and legends in Italian art	
The pioneers in Italian art and the story of their conquests	
Professional service	Dr. P. P. Claxton

Motion Picture Exhibitions and Lectures

During the last three years the school has been utilizing motion pictures in attaining educational ends. Nearly every subject taught in the school is served by these pictures. The fields of geography are particularly well covered. Exhibitions and lectures are given almost weekly. Talks on the motion pictures are given usually by members of the faculty, but occasionally they are given by lecturers from outside the school. A representative series from the 1916-1917 program follows: —

The Japanese at work
 Life in Ceylon
 The analysis of human motions
 Electricity in the home
 Dairying
 The sugar beet industry of Colorado
 The occupations of Australia
 The land of King Cotton
 Trips in South America
 Irrigation in Canada

THE ART CLUB

Students have frequently expressed a desire for a further study of art than the regular course affords. For this reason, members of the faculty and students have organized an art club, meeting at least twice in the month for the study of art in various phases. This study includes papers by the members on the schools of painting; visits to the Museum of Fine Arts, the Boston Art Club, and other art galleries; visits to places of historic interest; out-of-door sketching; and advanced work along industrial lines.

THE MUSICAL CLUBS

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra of stringed instruments is also one of the musical activities of the school.

Tickets for the concerts of the Boston Symphony Orchestra are obtained for students upon application.

THE BIRD CLUB

The club was organized to meet the desires of students of the nature study courses who were particularly interested in this subject. The work consists mostly of field trips, reports on individual observations, the making of feeders and nesting boxes, and lectures.

THE FEN CLUB

The Fen Club, organized by the members of the senior class of the commercial department, hopes to accomplish two things: first, that it may develop a higher rate of speed in shorthand for its members, and that it may inform itself on any commercial or professional subject that may add to the general information of its members; second, that it may form a connecting link between the school and its members, and the alumni.

To accomplish the first, shorthand dictation is given at one bimonthly meeting and lecturers are secured for the other. To secure the second, a multigraphed budget is to be sent out to all alumni interested who are willing not only to give the budget financial support, but also to contribute articles and other information which may be of interest to members of the school and to the alumni.

THE DRAMATIC CLUB

The dramatic club was organized to assist the senior class in giving plays at class entertainments. Its membership consists of representatives chosen from the senior and the middle-year classes. Meetings are held on alternate Mondays. Occasional visits to the Boston theatres are made, and the reading of good plays is encouraged.

THE MANAGEMENT OF THE SCHOOL

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others.

The teachers aim to be friends and leaders. They do not withhold advice, admonition and reproof, when needed; but their relations in these respects are usually with individuals instead of with classes, and are of the most helpful and generous nature. Those students who, after full and patient trial, are found unable to exercise self-control and unworthy of confidence, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who through no fault of their own, but in consequence of conspicuous inaptitude, or physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal and two other members of the faculty, and members chosen by each of the several classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

Regulations

1. Regular and prompt attendance at all sessions of the school is expected of every student. Those who find it necessary to be absent for more than a single day should so inform the principal. For all avoidable absence — including that for teaching as substitutes — the permission of the principal must be obtained in advance.

2. Students who are withdrawing from the school must inform the principal of their decision, and must return all the books and other property of the school which are charged to them. Those who fail to do so promptly must not expect any recommendation or indorsement from the school.

3. Any property of the school which is lost or seriously injured by students must be paid for by them.

4. Although the school has no dormitories, it recommends to students who are to live away from their homes several houses in Salem where board and room may be obtained at

reasonable prices. These houses, in addition to being suitable in other respects as homes for students, meet the following conditions which are prescribed by the State Board of Education: They receive no boarders other than students and instructors of the normal school; the same house does not receive both men and women students; the number of students in any one house is limited to the family group of eight.

All students who board away from their homes during their membership in the school are required to live in the houses recommended by the school. Exceptions to this rule are made only for those whose parents wish them to live with relatives or personal friends, but in such cases the parents must inform the principal of the school of the circumstances, in writing, and receive his approval. No final arrangement for board or room may be made without the previous consent of the principal. No change in boarding place may be made by any student without the previous consent of the principal.

Students living in groups in approved houses are expected to form habits which are to the advantage of their own work and that of their companions. The hours from seven to nine-thirty in the evening should be observed as a period of study. Except under unusual conditions, lights should be out by ten o'clock. If students find it necessary, for any reason, to be absent from the house for an evening they should inform their landladies of their plans. Boarding students may not be absent from the city over night without the consent of the principal.

Those persons who receive our students into their homes must, of necessity, assume responsibility for their conduct in the same measure as would be required of teachers or matrons in charge of a school dormitory. They are therefore expected to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered improper in a well-regulated dormitory.

Expenses, Aid, Loan Funds

Expenses. — Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of fifty dollars per year, of which sum one-half is due September 6 and the other half February 1. Textbooks and supplies are free, as in the public schools. Articles used in school work which students desire to own will be furnished at cost. The expense of board for two students rooming together, within easy distance of the school, is from \$5.50 each per week upward.

School Restaurant. — A restaurant is maintained in the building, in which is served at noon each school day a good variety of wholesome and attractive food at very reasonable prices.

State Aid. — To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished during the first half year of attendance at the school.

Loan Funds. — Through the generosity of members of the faculty and graduates of the school several funds have been established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the Students' Benefit Fund are other funds, founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Prof. Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; and to Dr. Walter P. Beckwith, principal from 1895 to 1905. The total amount of money now available is nearly four thousand dollars. The principal will

gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

Employment for Graduates

The increase in the number of normal school graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers, but even at the present time they constitute less than eighty per cent. of all the teachers in the State, and the demand is annually greater than the supply; especially for the higher grammar grades and the junior high school there is a marked scarcity of strong candidates. Although the school does not undertake to guarantee positions to its students, it is a fact that graduates of any department are rarely without positions three months after graduation. The principal takes pleasure in assisting them to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities. He also wishes to be kept informed concerning the degree of success in teaching of former students.

Scholarships for Graduates

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States.

Notices to School Officials

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the buildings and equipment, or to attend the exercises in its classrooms or training schools at any time and without ceremony. The office is open throughout the summer vacation.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

GENERAL INFORMATION

Historical Sketch

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. A new training school building was occupied for the first time December 2, 1913. The site, buildings and equipment represent an expenditure of \$500,000; and it is believed that the Commonwealth here possesses an educational plant as complete and convenient as any of its kind in this country.

Decorations

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly, and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty, and other friends of the school. All these have been selected with great care and artistic judgment, so that the whole is harmonious.

The Teachers and Students

The school during its history has had five principals and one hundred assistant teachers. The development of the practice schools began in 1897, and with them sixty-four persons have been connected as teachers. Twenty-one teachers are now required in the normal school and thirteen in the training schools.

More than seven thousand students have attended the school.

The Location and Attractions of Salem

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston & Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country, in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

REGISTER OF STUDENTS

1916=1917

Graduates, — Class CI, — June 20, 1916

ELEMENTARY DEPARTMENT

Anderson, Helen Margaret	Gloucester
Archer, Ethel Madeleine	Ipswich
Babson, Clara Amy	Pigeon Cove
Berry, Annie Lavinia	Salem
Best, Dorothy Marion	Roxbury
Billings, Esther Marie	Peabody
Bowen, Gertrude Elvesta	West Medford
Buckle, Pauline Alice	Beverly
Buckley, Johanna Beatrice	Charlestown
Burke, Katharine Lidwine	Lynn
Byrne, Katherine De Chantal	Salem
Callahan, Katherine Frances	Lynn
Cameron, Margaret Arvilla	Lynn
Cogswell, Edith Story	Essex
Coll, Anna Josephine	Somerville
Condon, Margaret Bernadette	Charlestown
Corkum, Marigold Alberta	Chelsea
Daly, Joanna Teresa	Salem
Damon, Mildred Lane	Salem
Donnelly, Marion Josephine	Somerville
Davol, Marion Eliza	Malden
Driscoll, Bernadette Ursula	Malden
Dunham, Marian Evelyn	Danvers
Elliott, Iola Mae	Stoneham
Evans, Eunice Isabell	Newburyport
Farrell, Catharine Irene	Salem
Ferry, Esther Elizabeth	Cambridge
Foley, Marguerita Redmond	Dorchester
Fullerton, Marion	Saugus

Galvin, Marie Agnes	Lynn
Grant, Helene Bailey	Cambridge
Gurvin, Mary Theresa	Somerville
Harrison, Alice Lorette	East Lynn
Haynes, Zelpha Louise	Amesbury
Hennessy, Katherine Helen	Lexington
Henry, Julia Agnes	Chelsea
Hill, Malvina Harriet	Newburyport
Hopkinson, Sarah Ella	Groveland
Horton, Anna Estelle	Wakefield
Hurley, Mary Helen	Malden
Jordan, Olive Madeline	Lynn
Keeley, Teresa Elizabeth	Beverly
Kennedy, Anna May	West Lynn
Knowlton, Marion Isabel	New London, N. H.
Leddy, Evelyn Frances	Cambridge
Long, Sarah Jane	Cliftondale
Lund, May	Beverly
MacDonnell, Mary Helen	Lynn
Maguire, Gertrude Beatrice	Cambridge
Malone, Mabelle Frances	East Lynn
Malone, Odessa Marion	Chelsea
Mansfield, Sadie Elizabeth	Lynn
McCully, Anna Elizabeth	Somerville
McKenna, Margaret Elizabeth	Salem
McMahon, Lillian Marie	Salem
McManus, Jeanette Marie	Lynn
McNiff, Ida Edwidge	North Andover
Miller, Isabella Gertrude	Amesbury
Mulligan, Louise Elizabeth	Salem
Newhall, Martha Louise	Lynn
Nilsson, Anna Eleonora	Malden
Nolan, Alice Genevieve	Somerville
Nolan, Mary Alice	Newburyport
O'Keefe, Mary Rose	Cambridge
O'Shea, Marguerite Lorette	Lynn
Parsons, Esther May	Gloucester
Patten, Ethel Mildred	Melrose Highlands
Patten, Maude Frances	Medford
Paul, Elizabeth Averill	North Andover
Quillen, Anna Whelton	Reading

Ramsburg, Helen	Somersworth, N. H.
Ratti, Isolena Celia	Pigeon Cove
Reardon, Mary Veronica	North Andover
Rice, Sarah	Boston
Riggs, Avice Gertrude	South Essex
Roache, Christine Lillian	Lynn
Roads, Evelyn Lindsey	Marblehead
Roby, Esther Marion	Salem
Rogers, Mary Frances	Dorchester
Rutherford, Carita Gordon	Salem
Sanford, Ethel Helene	Palmyra, Me.
Sargent, Katherine Louise	North Andover
Sears, Cora Madeleine	Salem
Seymour, Mary Cecelia	Methuen
Smith, Azella May	Gloucester
Spencer, Mary Elizabeth	Malden
Stolba, Helen Claire	Cambridge
Story, Marion Letitia	Salem
Tassinari, Ada Catherine	Somerville
Terrill, Irene Meserve	Lynn
Tewksbury, Ruth Skilling	Lawrence
Thureson, Louise Eleonore	South Boston
Townsend, Ethel	Manchester
True, Emma Louise	Salisbury
Virchow, Elfrieda	Waverley
Walker, Hester Ashton	Wakefield
Walton, Effie Beatrice	Salem
Wathen, Georgia Fordred	Somerville
Weston, Helen Agnes	Essex
Whittier, Margaret Elizabeth	Reading
Wilde, Bertha Hilma	North Andover

INTERMEDIATE DEPARTMENT

Driver, Daisy Belle	North Andover
Nelson, Sinius Joseph	Gloucester
Romkey, Alice Blanche	Winchester
Hogan, Charles Emerson	Salem
Thomson, Alexander	Chelsea
Turner, Mary Evelyn	Lynn
White, Richard James, Jr.	East Lynn

COMMERCIAL DEPARTMENT

Three Years

Bresee, Clarence Douglas	Dorchester
Burke, James Michael	Lynn
Callaghan, Margaret Agatha	North Easton
Donovan, Kathleen Elizabeth	Newburyport
Elliott, Nettie Edna	Stoneham
Holland, Katherine Elizabeth	Charlestown
Horan, Marie Gertrude	Hamilton
King, Georgiana	North Attleborough
Lisk, Agnes Anne	Smiths
McCarthy, Alice Rita	Ayer
Millard, Leslie Cooper	Ipswich
Parks, Walter Everett	Gloucester
Potter, Mae Alice	Newburyport
Ross, Gertrude Margaret	Salem
Stuart, Mae Claire	Newton
Taggart, Gwendolyn Eva	Winchendon
Tenney, Mary Constance	West Newton

CERTIFICATE FOR TWO YEARS' WORK

Commercial Department

Bolton, Anna Clothilde	Lowell
Bresee, David Holmes	Dorchester
Hebert, Helena Madeleine	Easthampton
Leavitt, Arthur William	Foxborough
Wooding, Ruby Philenia	Wallingford, Conn.

CERTIFICATES FOR ONE YEAR'S WORK

Commercial Department

Cole, Bertha Greenwood	Salisbury
Drury, Alberta Frances	East Boston
Hamblen, David, Jr., LL.B.	Newtonville
Howland, Marion, A.B.	West Newton

The Intermediate Department

SENIOR CLASS

Adams, Marion Eva	Melrose Highlands
Blanchard, Ruth Washburn	Danvers
Björkman, Lennart August William	Lynn
Clough, Madeleine Louise	Stoneham
Cunningham, Josephine Ellen	Salem
Eberling, Agnes Emma	Lynn
Evans, Edna Smith	Salem
Ferguson, Margaret	Newton Center
Hale, Mildred Louise	Salem
Jackman, LeRoy Williams	Newburyport
Keith, Mary	Marblehead
Millett, Harold Joseph	Salem
Murray, Mary Helena	Prides Crossing
Nelson, Inez Aurora	Gloucester
Patterson, Alice Mae Lewis	Somerville
Pinkert, Edna Lois	Malden
Power, Elizabeth Frances	Lynn
Robinson, Edith Maxwell	Melrose
Stickney, Stephen Arthur	Peabody
Symonds, Mary Putnam	Lynn
Vickerson, Bernice Helena	Malden

MIDDLE YEAR CLASS

Barnes, Nellie Rebecca	Gloucester
Barstow, Hazel Emma	Wakefield
Buckley, Alice Mary Margaret	Danvers
Carroll, Esther Stanislaue	Manchester
Cook, Beatrice Latham	Danvers
Crawford, Esther Elizabeth	Malden
Cronin, James Anthony	Beverly
Devaney, Joseph Patrick	Medford
Doyle, John Joseph	Peabody
Flynn, Thomas Francis	Salem
Fogg, Edna Almira	Lynn
Gilmore, James Edward	Peabody
Gourdine, Eulalie	Everett
Hanley, Margaret Agnes	Amesbury

Harlow, Ellen Sarah Andrews	Salem
Marsh, Eliza Belle	Lynn
McGlone, John Philip	Peabody
McKinnon, Leo Raymond	Woburn
Mullane, Helen Josephine	Dorchester
Nelson, Emma Cecelia	Beverly
Pillsbury, Rosa Lillian	Malden
Quinlan, Frances Mary Geraldine	Danvers
Reid, Violet Prudence	Salem
Ritchie, Mary Elinor	West Somerville
Ward, William Vincent	Marblehead
White, Eleanor Sophia ¹	Lowell

The Elementary Department

SENIOR CLASS

Adams, Laurretta	Georgetown
Anderson, Edna de Witt	Melrose Highlands
Appel, Anna Edna	Boston
Bartlett, Helen Elizabeth	Arlington Heights
Balentine, Alice Marguerite	Salem
Bates, Susan Mitchell	Revere
Bliss, Eleanor Thorpe ¹	Peabody
Bond, Anna Louise	Winthrop
Bower, Merle Phyllis	Methuen
Bowley, Hazel Ellen	East Lynn
Brennan, Margaret Mary	Somerville
Brock, Helen Emily	Everett
Bucknam, Sarah	Swampscott
Burnham, Ida Gordon	Gloucester
Butler, Anna Bernice	Winthrop
Canning, Marie Teresa	Lawrence
Casey, Florence Elizabeth	Newburyport
Carson, Ruth Marie	Salem
Champlin, Evelyn May	Melrose
Chesley, Helen Louise	Melrose
Coleman, Marian Esther	Beverly
Connolly, Gertrude Rose	Cambridge
Crane, Katherine Agnes	Merrimac
Critchett, Dorothy Charlotte	Gloucester

¹ Was a member of the school less than one-third of the year

Cross, Flora Jane	Beverly
Crowe, Clara Martha	Medford
Cumming, Alice Margaret	Somerville
Curit, Amanda Gertrude	Melrose Highlands
Delahanty, Agnes Frances	Cambridge
Dennett, Laura Mae	Rochester, N. H.
Devaney, Helen Marie	Lawrence
Dondero, Caroline Mathilda	Amesbury
Dow, Marion Horton	Newburyport
Dow, Ruth Lillian	Ipswich
Doyle, Mabel Lillian	Peabody
Duffy, Gertrude Agnes	Newburyport
Duggan, Ellen Helene	Salem
Dunn, Mary Alice	Stoneham
Durgin, Margaret Elizabeth	Swampscott
Eagan, Frances Claire	Lynn
Egan, Dorothy Warren	Salem
Engdahl, Florence Maria	Salem
Farnan, Agnes Virginia	Lynn
Farr, Doris Dewey	Belmont
Feeny, Rebecca Cleophas	Cambridge
Fenning, Ethel Mae	Lynn
Fitzgibbons, Florence Veronica	Beverly
Flaherty, Mary Winifred	Lynn
French, Grace Jeanette	East Lynn
Friend, Annie Ellery	Gloucester
Fuller, Edith Porter	North Andover
Gaddis, Gertrude Elizabeth	Somerville
Gaffey, Miriam Camilla	Lynn
Garrick, Marcella Mary	Somerville
Gorman, Gertrude Marie	Cambridge
Grant, Alice Victoria	Merrimac
Griffin, Margaret Teresa	Salem
Gurney, Maude Frances	Winchester
Hall, Dorothy Beryl	West Lynn
Hamelin, Mary Delphine	Georgetown
Harrington, Agnes Marie	Cambridge
Harrington, Katharine Anna	Somerville
Harvey, Elsie Gould	Everett
Hellstrom, Emma Catherine	West Lynn
Higgins, Alice Newcomb	Somerville

Horton, Marvel Lillian	Cliftondale
Jarvis, Grace Katherine	Everett
Kittredge, Helen Henderson ¹	Belfast, Me.
Knowlton, Clara May	Pigeon Cove
Leary, Ellen Silena	Lynn
Lewis, Belle Sophronia	Littleton, N. H.
Lewis, Rose Anna	Roxbury
Looney, Julia Veronica	Cambridge
MacKay, Margaret Whitman	Gloucester
Manley, Alice Gertrude	Lexington
Marshall, Bessie Frances	Provincetown
McCarthy, Mary Gertrude	Somerville
Morrow, Edna May	Salem
Morrow, Ruth Douglass	Gloucester
Mullin, Elizabeth Sheridan	Beverly
Murphy, Grace Margaret	Peabody
Murphy, Kathleen Burchell	Lawrence
Murphy, Marion Catharine	Georgetown
Murray, Bessie Letitia	North Andover
Nangle, Claire Louise	Danvers
O'Donnell, Ethel Eleanor	Lynn
O'Reilly, Margaret Mary	Cambridge
Parsons, Lillian Winfield	Gloucester
Peabody, Helen Bishop	Rowley
Pearson, Olga Elizabeth	Pigeon Cove
Pedrick, Marion ¹	Salem
Quinn, Elizabeth Helena	Somerville
Reid, Florence Naomi	Salem
Reily, Pauline Adena	Peabody
Reynolds, Miriam Myrtle ¹	Roxbury
Richardson, Gladys	Arlington
Richmond, Florence Lillian	Chelsea
Richmond, Lela	Chelsea
Ritchings, Clara Tallman	Peabody
Ryan, Esther Mary	Malden
Sargent, Ruth Edna	Groveland
Sibley, Olive Elizabeth	Salem
Sinclair, Mildred Eleanor	Salem
Smith, Doris Margaret	Gloucester
Southwick, Alice Emily	Peabody

¹ Was a member of the school less than one-third of the year

Story, Beatrice Gertrude	Magnolia
Sullivan, Agnes Loretta	Revere
Sullivan, Mary Ellen	Cambridge
Swimm, Myrtle Gertrude Geraldine	Beverly
Tarr, Mildred Evelyn	Gloucester
Taylor, Caroline Edith	Somerville
Thorner, Frances Joan	Cambridge
Thrasher, Julia Mary	Brookline
Toppan, Dorothy	Newburyport
Washington, Sarah Tryphene	Medford
Werner, Ethel Hildur	Somerville
Whalen, Helen Louise	Medford
White, Annie Teresa	Manchester
Winston, Elizabeth Camilla	Lynn
Worcester, Mabel	Somerville

The Elementary and Intermediate Departments

SPECIAL STUDENTS, ONE-YEAR COURSE

Burnham, Elisabeth	Essex
Driscoll, Bernadette Ursula	Malden
Dunn, Jennie Hazel ¹	East Lynn
Elliott, Iola Mae	Stoneham
Foley, Marguerita Redmond ¹	Dorchester
Long, Sarah Jane ¹	Clifftondale
Seymour, Mary Cecelia Welch ¹	Methuen
Townsend, Ethel	Manchester
Wilde, Bertha Hilma	North Andover

JUNIOR CLASS

Agnew, Gertrude Mary	Lynn
Anderson, Hilda Amalia	Cambridge
Anderson, Madeline Ingegerd	Lynn
Anselow, Anna Dorothy ¹	Lynn
Barron, Frances Edith	Cambridge
Barstow, Mildred Louise	Wakefield
Bates, Ruth Hamilton	Bradford
Beach, Eugenie Ella	Winthrop
Beers, Marjorie Johnson	Somerville

¹ Was a member of the school less than one-third of the year

Binsky, Jennie Edith	Chelsea
Bishop, Ruth Emeline ¹	Rowley
Boomhover, Eleanor Smith	Middleton
Bower, Helen Dorothy	Methuen
Bresnahan, Agnes Theresa	Lynn
Britt, Aldis Eunice ¹	Lynn
Brown, Dorothy Hazel	Gloucester
Brown, Edith May	Gloucester
Brown, Helen Frances	Methuen
Brown, Maude	Malden
Browne, Patience Frances	Medford
Bryant, Vilma	Roslindale
Buffum, Marjorie	Danvers
Bullard, Marion Olive	Clinton
Burke, Lillian Elizabeth	Lynn
Burns, Jean Alexander ¹	Cambridge
Carr, Isabelle Rose	Charlestown
Cash, Florence Augusta	Lynn
Cavanaugh, Grace Catherine	Lynn
Cherbuy, Mary Frances	Lynn
Christian, Elsa Townshend	Lynn
Clarke, Elizabeth Theresa	Salem
Connelly, Lucy Martina ¹	Somerville
Cottle, Grace Hilda	Salem
Cox, Lillian Burt	Melrose Highlands
Craig, Florence Louise	Lynn
Craig, Mary Augusta	Peabody
Cutts, Doris Eda	Stoneham
Davey, Mary Gertrude	Salem
Devine, Mary Agnes ¹	Lynn
Donovan, Ruth Elizabeth	Salem
Dowling, Grace Katherine	Beverly
Downey, Mary Frances	Watertown
Doyle, Helen Madeline	Salem
Dutton, Josephine Marie	Revere
Edgecomb, Ethel Belle ¹	Manchester
Ellis, Mary Elizabeth	Peabody
England, Ethel Pearl ¹	Cliftondale
Erwin, Mary Mildred	Gloucester
Fairbanks, Marion Delia	Groveland

¹ Was a member of the school less than one-third of the year

Fairchild, Rozella Stanton	Lynn
Fink, Brenelta ¹	Malden
Flynn, Josephine Bernardette	Arlington
Foote, Hilda	Lynn
Fox, Mary Christina	Somerville
Fuller, Grace Ethelyn	Middleton
Garvey, Frances Mary	Gloucester
Gilbert, Hilma Chester	South Essex
Glass, Lucie Isabel	Lynn
Glidden, Grace Packard	Beverly
Gold, Anna Lillian	Salem
Goldman, Deborah	Malden
Green, Frieda	Malden -
Healey, Helen Mildred ¹	Charlestown
Hewitt, Margaret Lillian	Watertown
Hillsgrove, Ruth Elizabeth	Wakefield
Hilton, Mary Chadwick	Medford
Hollis, Stella Frances	Medford
Howard, Grace Eleanor	Lynn
Humphrey, Ruth Abbie	Salem
Hupper, Helen Marguerite	Lynn
Huse, Gladys Pauline	White River Junction, Vt.
Jackman, Ruth Emerson	Salem
Jeffery, Blanche Eleanora	Salem
Johnson, Clara Louise	Boston
Kelleher, Annie Marie	Malden
Kenney, Sadie Manola	Salem
Lamb, Margaret Veronica	Somerville
Landers, Edna Myrtilla	Danvers
Lathrop, Helen Okell	Lawrence
Lawlor, Anna Cecelia	Danvers
Leary, Norah Helen	Newburyport
Libbey, Alice Adelaide	Somerville
Lovewell, Dorothy Sandt	Arlington
Lovinger, Rose	Dorchester
Mack, Marion Hannan	Salem
MacLean, Irene White	Revere
Magennis, Anne Elizabeth	Medford
Malinowska, Frances Nathelie	Salem
McCarthy, Mary Teresa	Charlestown

¹ Was a member of the school less than one-third of the year

McCashin, Anna Beatrice	Lynn
McDavitt, Irma Frances	Reading
McDonald, Maude Agnes	West Peabody
McGlone, Elizabeth Winifred	Peabody
McKenna, Rose Boles	Salem
McLean, Mary Elizabeth	Beverly
McLaughlin, Alice Claire	Winter Hill
McLaughlin, Mary Agnes	Everett
Misite, Antoinette Agnes	South Boston
Mitchell, Grace Henderson	Lynn
Mitchell, Gladys Lillian	Lynn
Moriarty, Helen	Danvers
Neale, Doris Evelyn	Cliftondale
Neenan, Esther Mary	Lynn
Newman, Florence Tillie	Haverhill
Nolan, Olivine Katherine	Salem
Norie, Frances Irene	Manchester
O'Brien, Mary Gertrude Theresa	Ipswich
O'Donnell, Gertrude	Lynn
O'Kelly, Grace Jane	Reading
O'Maley, Mary Winifred	South Boston
Ordway, Agnes Gertrude	Beverly
Ormsby, Mabel Roselia	Malden
Oyang, Yen Wen	Shanghai, China
Pedrick, Beatrice Woodbury	Rowley
Perron, Angela Marie	Somerville
Perry, Sadie Emily	Revere
Peterson, Edith	Gloucester
Peterson, Signe Margaret	Malden
Pettingell, Ruth Haskell	Danvers
Pollen, Esther ¹	Boston
Porter, Laura Iles	Beverly
Rafferty, Evelyn Teresa	Lynn
Robinson, Alice Folsom	West Newbury
Ryan, Esther Elizabeth	Everett
Ryan, Mabel Romuald	Lynn
Salmon, Mary Agnes	Salem
Saunders, Gertrude Elizabeth	Gloucester
Scott, Catherine Elizabeth	Cambridge
Sexton, Mary Ruth	Peabody

¹ Was a member of the school less than one-third of the year

Shea, Anna Theresa	Cambridge
Sheppard, Gertrude Rebecca	Ipswich
Sjoberg, Bertha Theodora	Everett
Smith, Marion Adelaide ¹	South Hamilton
Steutermann, Marjorie Gertrude	Danvers Highlands
Striley, Charles Harold	Danvers
Stromdahl, Ethel Florence	Lynn
Tarbox, Luella Florence	Lynn
Tassinari, Alice Augusta	Somerville
Twohig, Evelyn Margaret	Cambridge
Varina, Hazel Dorothy	Swampscott
Welch, Florence Mary	Salem
Welch, Mary Maud	Salem
White, Grace Frances ¹	Belmont
Williams, Margaret Marie	Salem
Wood, Kathryne Stickney	Groveland
Woodman, Lena ¹	Manchester, N. H.
Zelig, Sadie Inese ¹	Haverhill

Commercial Department

SENIOR CLASS

Campbell, Emily Margaret	Charlestown
Cohen, Libby Julia	Dorchester
Cohn, Lillian Belle	Malden
Collins, Sadie Loretta	Pittsfield
Corner, Doris Gulah	Lowell
Decker, Harriet Frances	Foxborough
Friend, Ruth Cole	Gloucester
Gill, James Albert Joseph	Charlestown
Goodwin, Ruth Childs	Swampscott
Harrington, Teresa Elizabeth	Salem
Haskins, Anna Gertrude	Pittsfield
Killion, Mary Bernadette	Walpole
Law, Elizabeth	Foxborough
Lurie, Florence Libbie	Boston
McGrath, Katherine Isabel	Marblehead
Merrithew, Maude Evelyn	Cliftondale
Pendleton, Dorothy Ivaloo	Haverhill
Ronan, John Clifford	Newburyport

¹ Was a member of the school less than one-third of the year

Sawyer, Hortense Elizabeth	Ayer
Schein, Ethel Sarah	Chelsea
Tufts, Doris Marie	Malden
Walker, Alvine Clara	Gardner

SPECIAL STUDENTS, ONE-YEAR COURSE

McMahon, Winifred Teresa	North Wilmington
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MIDDLE YEAR CLASS

Ahlgren, Mildred Beatrice Gunhild	Brockton
Boswell, Mae Gertrude	Beverly
Brown, Everett Marston	Lynn
Butler, Muriel	Lynn
Canniffe, Veronica Margaret	Marblehead
Clifford, Marion Lorretta	Haverhill
Collins, Dorothy Evelyn	South Boston
Danner, Alice Josephine	Malden
Donnelly, Evelyn Sarah	Wakefield
Gnirke, Eva Marie	Melrose
Hansen, Hilda Louise	Gloucester
Harvey, Gilman Clifton	Annisquam
Higgins, Albert Francis	East Lynn
Hodgdon, Cordelia Bates	Somerville
Howard, Ralph Willard	Fitchburg
Lehane, Justina Nora	Saugus
MacDonnell, Gladys Frances	Everett
Mawhinney, Joseph Daniel	Charlestown
McCarthy, John Joseph	Peabody
Moore, Margery	Charlestown
Mullin, Agnes Marie	Haverhill
Pitman, Ruth Frances	Foxborough
Putnam, Marion Gertrude	Haverhill
Roughsedge, Margaret Gertrude	Medford
Sawyer, Louise Willmott	Fitchburg
Silva, Evelyn Carolyn	Gloucester
Stevens, Bertha Evelyn	Haverhill
Stromblad, Anna Gertrude	Boston
Twomey, Maurice Augustine	West Lynn

SPECIAL STUDENTS IN FIRST YEAR OF TWO-YEAR COURSE

Keefe, Francis Patrick ¹	Roxbury
St. Thomas, Rudolph Raymond	Worcester
Walker, Margaret Hennessy	Pittsfield
White, Mildred	Fall River

JUNIOR CLASS

Bardsley, Grace Leah	Fall River
Boswell, Arthur Francis ¹	Beverly
Buckley, John Edward ¹	Salem
Callaghan, Frederick Thomas	North Billerica
Callanan, Grace Hanson	Salem
Colclough, Ruth Foster	Malden
Conant, Ruth Dearing	Salem
Connery, Arthur Joseph	Charlestown
Coombs, Ruby Isabella	Salem
Damon, Helen Nichols	Salem
Davis, Dorothy Marie	Melrose
Dolan, Margaret Elizabeth	Foxborough
Donahue, Walter Henry	Stow
Ehler, Daisy Ernestine	Gloucester
Hurley, Mary Katherine	Dorchester
Hynes, Mary Catherine	Lynn
Johnson, Helen Conant	Lynn
Mayes, Caroline Eliza	Ipswich
McCarthy, Richard Aidan	Ayer
McGinley, Grace Elizabeth	Hamilton
Nolan, John Thomas	Lynn
Randall, Barbara	Wakefield
Reed, Dorothy May	Lawrence
Reilly, William Edmond ¹	Ipswich
Scanlon, Viola Marie	Lawrence
Stone, Marjorie Virginia	Ipswich
Sullivan, Marion Ignatia	Lawrence
Toner, James John	Charlestown
Vint, Doris Elaine	Wakefield
Ward, Anna Mildred	North Chelmsford
Weaver, Ina May	Danvers

¹ Was a member of the school less than one-third of the year

Summary

Students of the elementary and intermediate departments	314
Special students, elementary and intermediate departments	9
Students of the commercial department	82
Special students, commercial department	5
	<hr/>
	410

Whole number of students from opening of school	7,042
Whole number of graduates	3,850
Number of certificates for special course of one or two years	152

STATE NORMAL SCHOOL
LEWIS MASSACHUSETTS



UNIVERSITY OF ILLINOIS

Administrative Library

SIXTY-FOURTH YEAR

1918

1917-1918

UNIVERSITY OF ILLINOIS LIBRARY

STATE NORMAL SCHOOL SALEM MASSACHUSETTS



SIXTY-FOURTH YEAR

1917-1918

PUBLICATION OF THIS DOCUMENT
APPROVED BY THE
SUPERVISOR OF ADMINISTRATION.

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1918

Term expires
May 1

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¹ On leave of absence with Chester, Pennsylvania, Ship Building Company

INSTRUCTORS

The Normal School

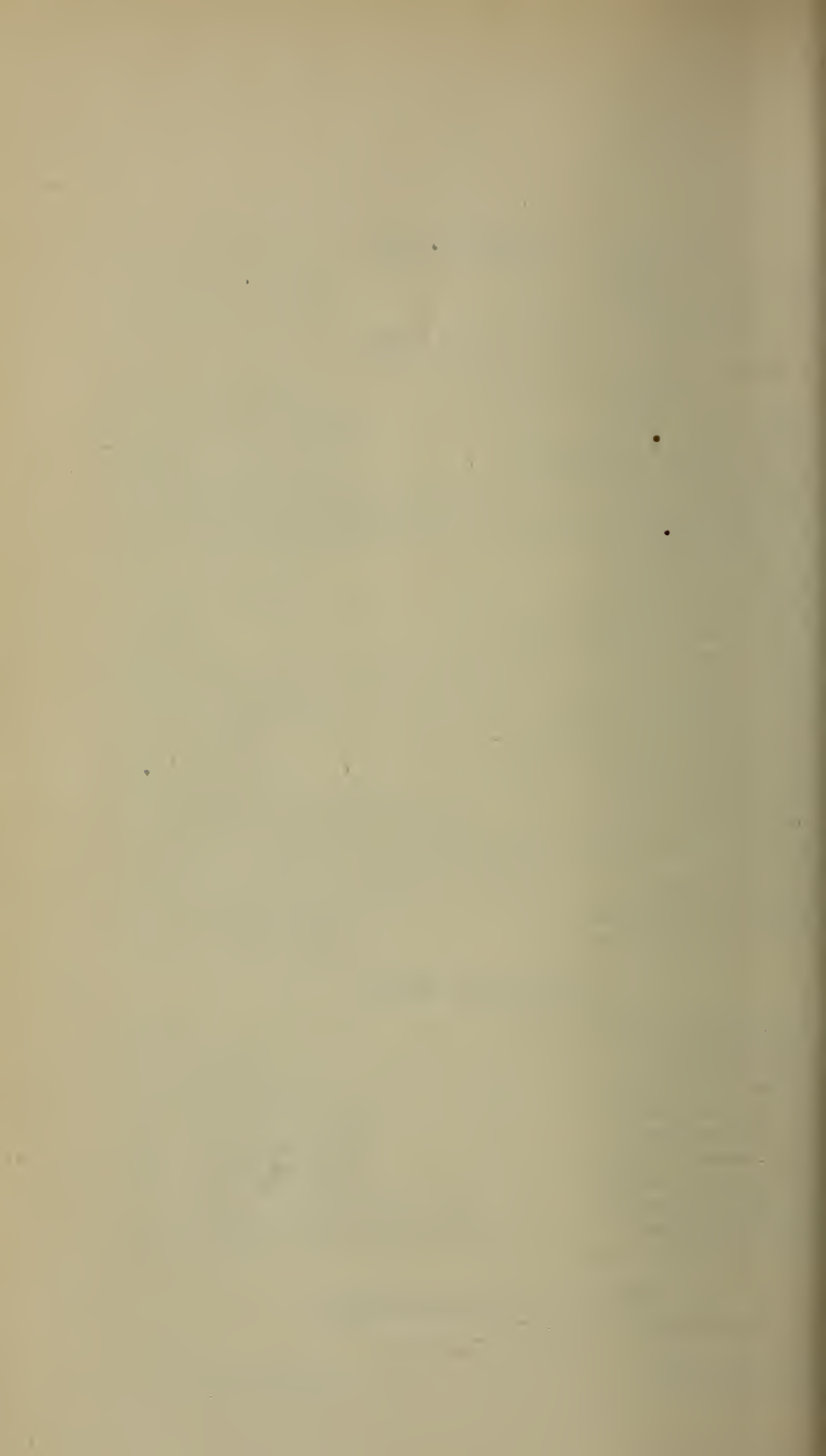
JOSEPH ASBURY PITMAN	PRINCIPAL
Education	
HARRIET LAURA MARTIN	Librarian. Library practice
JESSIE PUTNAM LEAROYD	English
CHARLES FREDERICK WHITNEY	Practical arts and fine arts
MARY ALICE WARREN	Physical training, physiology and hygiene
GERTRUDE BROWN GOLDSMITH, M.A.	Nature study, gardening, psychology
HELEN HOOD ROGERS	Children's literature, reading
FRED WILLIS ARCHIBALD	Music
HARRIET EMMA PEET	Literature, arithmetic
LOUISE CAROLINE WELLMAN	Secretary
SUMNER WEBSTER CUSHING, A.M.	Geography
CHARLES ELMER DONER	Penmanship
GENORIE PALMER SOLOMON	Assistant, practical arts and physical training
ETHEL AUGUSTA ROLLINSON	Shorthand, typewriting
LYMAN RICHARDS ALLEN, S.B.	Education, history
WALTER GEORGE WHITMAN, A.M.	General science
VERNA BELLE FLANDERS	Assistant, geography
MARION HOWLAND, A.B.	Bookkeeping, commercial arithmetic
FRANCES MARION BROOKS	Typewriting, stenotypy, correspondence
GEORGE R. TILFORD, B.C.S., M.A.	Bookkeeping, commercial law, economics, history of commerce, pedagogy, salesmanship
BERTHA MAE SPERRY	Assistant, arithmetic and reading
LAWRENCE V. ROTH, A.M.	History and social science
LENA GRAYSON FITZHUGH, A.B.	Assistant, English and history

The Training School

BERTRAND HOLMES WALLACE, A.B.	Director
HAROLD SUMNER STOCKWELL	Practical arts
GERTRUDE BREITZKE	Household arts
GERTRUDE ELLA RICHARDSON	Supervisor, Grade 8
FANNY LOUISE MORRISON	Supervisor, Grades 7 and 6
MARY LILLIAN PERHAM	Supervisor, Grades 5 and 4
MARION ISABEL KNOWLTON	Assistant, Grades 3 and 4
MARY ELIZABETH JAMES	Supervisor, Grades 3 and 2
FLORA LEONE MOORE, B.S.	Supervisor, Grade 1 and kindergarten
ETHEL VERA KNIGHT	Kindergartner; assistant in primary grades
ELEANOR ELIZABETH WALKER	Special class

The Farms School, Marblehead.

FANNIE VIOLA MERRY	Principal
Supervisor, Grades 5-8	
EDITHA MAY GRANT	Supervisor, Grades 1-4



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Officers of the Fen Club

CALENDAR FOR 1918-1919

Spring Recess

From close of school on Thursday, February 21, 1918, to Monday, March 4, 1918,
at 9.30 A.M.

From close of school on Friday, April 26, 1918, to Monday, May 6, 1918, at
9.30 A.M.

Graduation Week, 1918

Tuesday morning, June 18, at 10.30 o'clock, graduation

Beginning of School Year

Wednesday, September 11, 1918, at 9.30 A.M.

Thanksgiving Recess

From close of school on Wednesday preceding Thanksgiving Day, to the follow-
ing Monday, at 9.30 A.M.

Christmas Recess

From close of school on Friday, December 20, 1918, to Thursday, January 2,
1919, at 9.30 A.M.

Beginning of Second Half Year

Monday, January 27, 1919

Spring Recess

From close of school on Friday, February 28, 1919, to Monday, March 10,
1919, at 9.30 A.M.

From close of school on Friday, May 2, 1919, to Monday, May 12, 1919, at
9.30 A.M.

Graduation

Tuesday, June 17, 1919, at 10.30 A.M.

Entrance Examinations

1918

Thursday and Friday, June 20 and 21

Monday and Tuesday, September 9 and 10

1919

Thursday and Friday, June 19 and 20

Monday and Tuesday, September 8 and 9

(For hours and order, see pages 16 and 17)

NOTE. — The daily sessions of the school are from 9.30 to 12 and from 1 to 3.10 o'clock. The time from 8.30 to 9.30 and from 2.30 to 3.30 o'clock is to be used for study by all students who are in the building. From 2.30 to 3.30 o'clock, all students are subject to appointments for conferences with members of the faculty at the discretion of the latter. Lectures before the entire school will frequently be held at this time. The regular weekly holiday of both the normal and the training school is on Saturday.

The telephone call of the normal school is Salem, 375; of the training school. Salem, 344.

The principal's residence is at 260 Lafayette Street, and his telephone call is Salem, 943.

STATE NORMAL SCHOOL

SALEM MASSACHUSETTS

AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore no student may be admitted to or retained in the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time permits and the claims of professional training demand. The subjects of the elementary curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of physiology and hygiene, and of psychology from a professional standpoint; the principles of education upon which all good teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

APPLICATION FOR ADMISSION

It is advisable that application be made soon after January 1, and that certificates be presented early in June. As far as possible, examinations should be taken in June.

Candidates who have been admitted to the school and who find that it will be impossible for them to enter, are expected to inform the office of their withdrawal, immediately.

No place will be held for a student who is not present at the opening of the session on Wednesday, September 11, unless he has the previous permission of the principal to be absent on that day.

REQUIREMENTS FOR ADMISSION

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under A, B and C, amounting to fifteen units, ten of which units, however, must be in subjects under A and B and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.¹

A. *Prescribed Subjects.* — Three units.

- (1) English literature and composition 3 units

B. *Elective Subjects.* — At least seven units from the following subjects: —

(2) Algebra	1 unit
(3) Geometry	1 unit
(4) History ²	1, 2 or 3 units
(5) Latin	2, 3 or 4 units
(6) French	2 or 3 units
(7) German	2 or 3 units
(8) Physics	1 unit
(9) Chemistry	1 unit
(10) Biology, botany or zoölogy	$\frac{1}{2}$ or 1 unit
(11) Physical geography	$\frac{1}{2}$ or 1 unit
(12) Physiology and hygiene	$\frac{1}{2}$ or 1 unit
(13) General science	$\frac{1}{2}$ or 1 unit
(14) Drawing	$\frac{1}{2}$ or 1 unit
(15) Household arts	1 or 2 units
(16) Manual training	1 unit
(17) Stenography, including typewriting	1 or 2 units
(18) Bookkeeping	1 unit
(19) Commercial geography	$\frac{1}{2}$ or 1 unit
(20) Arithmetic	$\frac{1}{2}$ or 1 unit

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (431 West 117th Street, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least five units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant,

¹ The Board of Education has ruled that not less than four recitation periods per week throughout the school year shall constitute one unit.

² History includes: Ancient; Mediæval and Modern; English; American History and Civics; and Current Events.

representing work in addition to that for which credit is gained by examination or certification.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under A and B. Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under C, and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for fifteen units by examination in the subjects listed under A and B.

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under A and B in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards the total of ten units under A and B. In addition to the units granted by certification candidates must present credentials for subjects under C.

V. *Admission of Special Students.* — (a) When in any normal school, or in any course therein, the number of students

entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students, and as special students, as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

REQUIREMENTS FOR ADMISSION TO THE COMMERCIAL DEPARTMENT

The requirements for admission to the prescribed course of four years are the same as for students who apply for admission to the elementary and intermediate departments.

Graduates of colleges, and graduates of normal schools who have had at least two years of satisfactory experience in teaching, may be admitted to special elective courses of one year.

Graduates of normal schools who have had no experience in teaching, graduates of private commercial schools who present either diplomas from approved high schools or the equivalent, and who have had at least one year's experience in teaching or in business, and other persons presenting evidence of proper fitness and at least two years of satisfactory experience in teaching or in business, may be admitted to special elective courses of two years.

It is a requirement for graduation from the commercial department that students shall have had the equivalent of one year's practical experience in office work or salesmanship not less than one year prior to the end of their school course, which, if obtained subsequent to the beginning of their normal school work, shall have been obtained under the general supervision of the commercial department.

Graduates from the full course will receive diplomas. Appropriate certificates will be awarded to special students who complete approved courses of study. Students who present full equivalents of prescribed courses may be admitted to advanced standing; in most cases the study must have included some professional work.

SCHEDULE OF ENTRANCE EXAMINATIONS

THURSDAY, JUNE 20, 1918.

<i>Morning</i>	<i>Afternoon</i>
8.30- 8.45. Registration.	1.30-2.30. Drawing, stenography.
8.45-10.30. English.	2.30-4.00. Latin, arithmetic.
10.30-11.30. Geometry.	4.00-5.00. General science, current events.
11.30-12.30. Household arts, manual training.	

FRIDAY, JUNE 21, 1918.

Morning

8.15- 8.30.	Registration.
8.30-10.00.	French, German.
10.00-11.30.	History.
11.30-12.30.	Physical geography, commercial geogra- phy.

Afternoon

1.30-2.30.	Algebra.
2.30-3.30.	Chemistry, physics.
3.30-4.30.	Physiology, bookkeep- ing.
4.30-5.30.	Biology, botany, zoöl- ogy.

MONDAY, SEPTEMBER 9, 1918.

Morning

8.30- 8.45.	Registration.
8.45-10.30.	English.
10.30-11.30.	Geometry.
11.30-12.30.	Household arts, man- ual training.

Afternoon

1.30-2.30.	Drawing, stenography.
2.30-4.00.	Latin, arithmetic.
4.00-5.00.	General science, current events.

TUESDAY, SEPTEMBER 10, 1918.

Morning

8.15- 8.30.	Registration.
8.30-10.00.	French, German.
10.00-11.30.	History.
11.30-12.30.	Physical geography, commercial geogra- phy.

Afternoon

1.30-2.30.	Algebra.
2.30-3.30.	Chemistry, physics.
3.30-4.30.	Physiology, bookkeep- ing.
4.30-5.30.	Biology, botany, zoöl- ogy.

CONDITIONS OF GRADUATION

The satisfactory accomplishment of the academic work of the course does not constitute a complete title to the diploma of the school. The power of the student to teach — judged from his personality and his efficiency in practice teaching — is so important that one who is manifestly unable to do so will not be graduated, whatever his academic standing may be.

THE OBSERVATION AND TRAINING DEPARTMENT

The Commercial Department. — The necessary opportunity for observation and practice teaching for students in this department is afforded in the Newton Technical High School, the Lynn English High School, and the high schools at Brockton, Canton, and Hamilton.

Students are required to spend the third year of the course in office work or salesmanship, for pay, under actual business conditions, in positions which have been approved by the school, and their work in these positions must be of such a character, both in quality and in variety, that it may be accepted for credit toward the diploma of the department. In accordance with the rule of the Board of Education, this year of practical experience must be completed not less than one year prior to the end of the school course.

The Elementary and the Intermediate Departments. — In co-operation with the school committee of the city of Salem, the normal school maintains a training school, beginning with a kindergarten and fitting pupils for the high school. The training school is conducted in a new building especially designed for its purpose. Besides thirty classrooms it contains an assembly hall, a library, and rooms for printing, bookbinding, the practical arts, and the household arts.

In planning the instruction in this school the aim is to connect it as closely as possible with the work in the normal school, to the end that the methods of teaching here may exemplify the theory which the normal school students are taught. A considerable part of the instruction in the training school is either supervised or actually given by normal school teachers, and the work in the normal school in particular subjects, as well as in the theory of education, is based largely on directed observation in the training department.

The work of the supervising teachers in the training department includes responsibility for the progress and discipline of pupils and the continuity and efficiency of the lesson preparation and classroom instruction of the student teachers, subject to the general direction and advice of the director of the school.

Opportunity is provided for students who intend to teach in the first grade to observe in the kindergarten, in order that they may become familiar with the theory and methods of the kindergarten and its relation to the rest of the elementary school system. All students who wish it have the opportunity to teach in our model ungraded school in Marble-

head. Arrangements have been made, also, for the seniors to gain additional experience in teaching in the schools of Beverly, Brockton, Newton, and Salem.

CURRICULA FOR ELEMENTARY, INTERMEDIATE, AND COMMERCIAL DEPARTMENTS

A. Elementary Department

Designed for students preparing to teach in the first six grades of elementary schools
A period is forty minutes in length

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
English Language 1	36	2	—	2 to 3 hours
English Language 8	12	3	—	2 to 3 hours
English Language 9	36	2	—	2 hours
Literature 1	24	3	—	3 to 4 hours
Arithmetic 1	36	3	—	2 to 3 hours
Geography 1	36	4	Occasional field trips	4 hours
History and Social Science 1 . .	36	2	—	2 hours
Music 1	36	1	—	1 hour
Music 4	36	1	—	None
Education 1	36	2	—	2 hours
Library Study	15	1	1	1 hour
Practical Arts 1	36	2	—	1 hour
Fine Arts 1				
Physical Education 1	36	2	—	None
<i>Second Year</i>				
English Language 2	26	2	—	2 hours
Literature 2	26	2	—	2 to 3 hours
History and Social Science 2 . .	26	2	—	2 hours
Physical Education 4	26	2	—	2 hours
Music 2	26	1	—	1 hour
Music 4	26	1	—	None
Education 2	26	1	—	2 hours
English Language 10	26	2	—	1 hour
Nature Study	26	4	—	4 to 5 hours
Physical Science 1	26	2	—	2 hours
Practical Arts 2	26	3	—	2 hours
Fine Arts 2				
Physical Education 2	26	2	—	None
Education 6	10	—	Entire time	15 hours

In April an opportunity will be given to members of the first-year class to elect the intermediate course, and to members of the second-year class in that course to elect the group of subjects to be pursued by each in the third year; in every case the election is subject to the approval of the principal. After this date no change in course may be made except for imperative reasons which could not have been foreseen. No course will be given unless there is a sufficient demand to warrant its maintenance.

B. Intermediate Department

Designed for students preparing to teach in grades 7 and 8 and in junior high schools

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —			
		Recitation	Laboratory or Teaching	Outside Preparation	
<i>First Year</i>					
Identical with first year of A					
<i>Second Year</i>					
English Language 3	26	2	-	2 to 3 hours	
Literature 3	26	2	-	2 to 3 hours	
Arithmetic 2	26	2	-	1 to 2 hours	
Geography 2	26	2	Occasional field trips	2 hours	
History and Social Science 3 .	26	2		-	2 hours
Music 3	26	1		-	1 hour
Music 4	26	1		-	None
Biological Science	26	4		-	4 to 5 hours
Physical Science 2	26	2	-	2 hours	
English Language 11	26	2	-	1 hour	
Practical Arts 3	26	3	-	2 hours	
Fine Arts 3					
Physical Education 3	26	2	-	None	
Education 7	10	-	Entire time	15 hours	

B. Intermediate Department — Concluded

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>Third Year (Elect One Group)</i>				
Group I.:				
English Language 4	26	2	—	3 hours
Literature 6	26	5	—	5 to 8 hours
Literature 7				
Music 4	26	1	—	None
Education 3	26	3	—	3 hours
Education 9	26	1	—	1 hour
Physical Education 5	26	2	—	2 hours
History and Social Science 4	26	5	—	5 hours
Practical Arts 4	26	5	—	2 hours
Fine Arts 4				
Education 7	10	Entire time	—	15 hours
Group II.:				
English Language 4	26	2	—	3 hours
Literature 7	26	2	—	2 to 3 hours
Music 4	26	1	—	None
Education 3	26	3	—	3 hours
Education 9	26	1	—	1 hour
Physical Education 5	26	2	—	2 hours
Geography 3	26	5	—	5 hours
Biological Science	26	4	—	4 to 5 hours
Physical Science 3	26	5	—	5 hours
Education 7	10	Entire time	—	15 hours
Group III.:				
English Language 4	26	2	—	3 hours
Literature 7	26	2	—	2 to 3 hours
Music 4	26	1	—	None
Education 3	26	3	—	3 hours
Education 9	26	1	—	1 hour
Physical Education 5	26	2	—	2 hours
Geography 3	26	5	—	5 hours
Arithmetic 4	26	3	—	2 to 3 hours
Bookkeeping 5	26	5	—	5 hours
Penmanship				
Typewriting 5	26	5	—	2 hours
Education 7	10	Entire time	—	15 hours

C. Commercial Department

Designed for students preparing to teach in high schools of commerce or commercial departments in high schools

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
English Language 5	36	2	1	2 hours
Shorthand 1	36	4	—	5 hours
Typewriting 1	36	4	—	None
History and Social Science 5 .	36	3	—	3 hours
Geography 4	36	2	—	2 hours
General Science	36	2	—	2 hours
Bookkeeping 1	33	2	—	3 hours
Bookkeeping 1a	36	1	—	1½ hours
English Language 12	36	1	—	1 hour
Physical Education 6	36	1	—	1½ hours
Music 4	36	1	—	None
<i>Second Year</i>				
English Language 6	36	2	Frequent conference	2 to 3 hours
English Language 7	36	1	—	1½ hours
Shorthand 2	36	3	—	4 hours
Typewriting 2	36	3	—	1 hour
History and Social Science 6 .	36	2	—	2 hours
Arithmetic 3	36	2	—	3 hours
Geography 5	36	2	—	2 hours
Bookkeeping 2	36	3	—	4½ hours
Education 4	36	3	—	3 to 4 hours
English Language 13	36	1	—	1 hour
Salesmanship	36	2	—	2 hours
Music 4	36	1	—	None
<i>Third Year</i>				
Business practice under the gen- eral supervision of the school (see page 16)				

C. Commercial Department — Concluded

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>Fourth Year</i>				
Literature 4	26	2	—	2 to 3 hours
Literature 5	26	2	—	2 hours
Shorthand 3	26	3	—	4 hours
Typewriting 3	26	3	—	2 hours
History and Social Science 9 .	26	2	—	2½ hours
History and Social Science 7 .	13	3	—	4 hours
History and Social Science 8 .	13	3	— ¹	4 hours
Geography 6	26	2	—	2 hours
English Language 14	26	1	—	1 hour
Bookkeeping 3	26	4	—	4½ hours
Education 5	26	2	—	2 hours
Music 4	26	1	—	None
Education 8	10	Entire time	—	—

¹ An afternoon every third week for studying a local industry first hand

Elective for One-year Special Course

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
Shorthand 4	36	5	—	8 hours
Shorthand 5	33	1	—	1½ hours
Typewriting 4	36	5	—	2 to 3 hours ¹
Bookkeeping 4	36	2	—	2 hours
Bookkeeping 4a	36	2	—	2 hours

¹ Second half year

Courses for elementary school teachers are marked A; for intermediate school teachers, B; for commercial teachers, C.

ENGLISH LANGUAGE

English Language 1. (A, B) Language lessons and composition in the first six grades. Discussion, reading, written work, criticism, conference. Miss LEAROYD and Miss FITZHUGH.

First year. Two recitations and two to three hours of preparation weekly.

Individual training in clear and effective speech and writing; principles of language studied chiefly as a foundation for teaching; aims and methods in teaching English; type lessons.

English Language 2. (A) Teaching of English in the first six grades. Discussion, reading, written work, conference. Miss LEAROYD.

Second year. Two recitations and two hours of preparation weekly.

Definite lesson plans for each grade, illustrating different lines of work; practice in adapting stories and other material for use in schools; study of good language books and books on the teaching of English.

English Language 3. (B) Composition. Discussion, reading, themes, criticism, conference. Miss LEAROYD.

Second year. Two recitations and two to three hours of preparation weekly.

Aim: to give systematic and advanced instruction in English and training in oral and written composition. Narration, description, exposition, grammar.

English Language 4. (B) Teaching of English in grades 7 and 8 and in junior high school. Miss LEAROYD.

Third year. Two recitations and three hours of preparation weekly.

Discussion of subject-matter and methods of training in use at present; selection and organization of material to accomplish definite aims; a systematic and typical course of lessons worked out for one of the upper grades.

English Language 5. (C) Rhetoric and composition. Themes, criticism, dictation, correction of papers, conference. Miss LEAROYD.

First year. Two recitations, one laboratory period, and two hours of preparation weekly.

Study of the paragraph, the sentence (including grammar); words; the study of models; oral and written composition; spelling and definition; punctuation and capitalization. Aims: clear thinking and effective speech and writing.

English Language 6. (C) Exposition, description, narration.
Miss LEAROYD.

Second year. Two recitations and two to three hours of preparation weekly, and frequent conferences.

Collecting and organizing material and presenting it in oral or written form. Reading specimens of prose composition, short stories, magazines. Many short and frequent long themes; training in securing and holding the attention of the class by reading aloud, giving abstracts of stories and of other reading, criticism, etc. Correct use and practice in dictation. Aims: clear, full and interesting presentation.

English Language 7. (C) Business English and correspondence. Miss BROOKS.

Second year. One recitation and one and one-half hours of preparation weekly.

Aim: to give the student a thorough training in business letter-writing. The work of the second half year includes also telegrams, cablegrams, postal service, and printers' marks.

English Language 8. (A, B) Methods of teaching reading in the first three grades. Miss ROGERS.

First year. Twelve weeks, three recitations, two to three hours of preparation, conference, or observation weekly.

A course dealing with the "learning to read" stage, and phonetics.

English Language 9. (A, B) Oral reading. Miss ROGERS and Miss SPERRY.

First year. Two recitations and two hours of preparation weekly.

Aims: to give students training in oral reading and story telling; and to lead them to study, observe, and discuss methods of teaching reading in grades 4, 5, and 6.

English Language 10. (A) Practice and methods course in penmanship for teachers of the first six grades. Mr. DONER.

Second year. Two recitations and one hour of preparation weekly.

Aim: to train students to write well on paper and on the blackboard, in order that they may possess the skill required to teach penmanship in the first six grades. Demonstration lessons before classes are required which give the student confidence and ability to teach. Class discussion of the best methods for securing maximum of results in the minimum of time.

English Language 11. (B) Practice and methods course in penmanship for teachers in grades 7 and 8 and junior high school. Mr. DONER.

Second year. Two recitations and one hour of preparation weekly.

Aims and methods as in English Language 10.

English Language 12. (C) Beginner's course in penmanship. Mr. DONER.

First year. One recitation and one hour of preparation weekly.

Aim: to develop letter-form and freedom of movement.

English Language 13. (C) Advanced course in penmanship to perfect form and control of movement. Mr. DONER.

Second year. One recitation and one hour of preparation weekly.

Training to write well on paper and on the blackboard.

English Language 14. (C) Methods course in penmanship for teachers in commercial departments of high schools and for supervisors of penmanship in the grades. Mr. DONER.

Fourth year. One recitation and one hour of preparation weekly.

Blackboard writing; pupils required to give demonstration lessons before class; class discussion of the best methods for securing results.

LITERATURE

Literature 1. (A, B) Children's literature. Miss ROGERS.

First year. Twenty-four weeks, three recitations and three to four hours of preparation or observation weekly.

Aims: to lead to an acquaintance with and appreciation of subject-matter; to give an opportunity to study its use in the first six grades of the elementary school; and to give practice in selecting and organizing material for use in these grades.

Literature 2. (A) Appreciation of literature. Miss PEET.

Second year. Two recitations and two to three hours of preparation weekly.

This course aims to broaden the student's appreciation of literature and to give him help in selecting books for his general reading. Both standard and current writers are studied. The topics covered are: the enjoyment of poetry; a Shaksperian drama; how to tell a good novel; the selection of biographies and other books of inspiration. Each student chooses his own subject and writes during the year four long themes suggested by the main topics of the course.

Literature 3. (B) Teaching of literature in grades 7 and 8 and junior high school. Miss PEET.

Second year. Two recitations, and two to three hours of preparation weekly.

This course, which takes up methods of classroom work, embraces studies in poetry, in popular stories and standard books, together with the means of arousing in children an appreciation for literature and of cultivating in them the habit of reading good books.

Literature 4. (C) General literature. Miss PEET.

Fourth year. Two recitations and two to three hours of preparation weekly. Occasional papers.

Aim: to arouse a keener appreciation and enjoyment of good literature. The various literary types are studied with their best representative authors, and some attention is given to historical development. Works of authors of admitted superiority are used to establish a standard of comparison, and these are followed by a study of contemporary writers.

Literature 5. (C) Commercial literature. Mr. CUSHING.

Fourth year. Two recitations and two hours of preparation weekly.

A study is made of the best of the current literature that deals with commercial and industrial conditions and activities. It is believed that some of the literature of this field is worthy of developing an appreciation for literature in general; at the same time it acquaints the student with the problems, ideals and significance of the wide field of commerce, in order that he may become a more intelligent high school teacher of commercial subjects.

Literature 6. (B) Advanced course in teaching literature. Miss PEET.

Third year. Three recitations and from three to four hours of preparation weekly.

This course is for students who wish to specialize in the teaching of literature. The work covers a study of subject-matter to be taught, literary sources, and methods of teaching. It includes not only classroom work but a study of recreational reading for children and schoolroom entertainments.

Literature 7. (B) Appreciation of literature. Miss PEET.

Third year. Two recitations and two to three hours of preparation weekly.

For a description of the course, see Literature 2 (A).

ARITHMETIC

Arithmetic 1. (A, B) Methods of teaching primary arithmetic.
Miss PEET and Miss SPERRY.

First year. Three recitations and two to three hours of preparation weekly.

This course takes up methods of teaching arithmetic to children in the first six grades of the elementary school. Such topics as the following are studied: aim of work; development of the idea of number; logical and psychological arrangement of subject-matter; outlining topics; preparation of lessons; means of securing skill in computing; studies in application.

Arithmetic 2. (B) Methods of teaching arithmetic in grades 7 and 8 and junior high school. Miss PEET.

Second year. Two recitations and one to two hours of preparation weekly.

In this course is given a thorough review of the teaching of the essential processes in arithmetic, together with a study of common business and industrial applications of the subject.

Arithmetic 4. (B) Teaching arithmetic in grades 7 and 8 and the junior high school; advanced course. Miss PEET.

Third year. Three recitations and two to three hours of preparation weekly.

This course is intended for students who wish to specialize in the teaching of arithmetic. It covers the same ground as that of Arithmetic 2, but goes into the work more intensively. It lays special emphasis on phases of arithmetic related to industries, the study of civics, and to geography.

Arithmetic 3. (C) Commercial arithmetic, advanced course.
Miss HOWLAND.

Second year. Two recitations and three hours of preparation weekly.

The course is designed to give a review of elementary principles in arithmetic, the application of these principles to commercial work, and methods of handling the subject in high schools.

LIBRARY STUDY

Library study. (A, B) A course in the technical knowledge and use of libraries. Miss MARTIN.

One-half of first year. One recitation, one laboratory or conference period and one hour of preparation weekly.

Aims: to bring students into close touch with the school library, show its resources and train to their efficient use; to encourage observation and practice

in the home public library; to develop and foster the right attitude towards books and libraries. Topics: decimal classification; arrangement on the library shelf; card catalogue; magazine index; book index and table of contents; reference books; investigation of a subject in a library; government publications; book selection and buying; the general principles of classification and cataloguing; relations between the public library and the public school.

GEOGRAPHY

Geography 1. (A, B) Academic and methods course. Mr. CUSHING and Miss FLANDERS.

First year. Four recitations, with regular field and laboratory work, and four hours of preparation weekly.

First half year. General course in geography, consisting of a study of soils, relief, weather, and climate in relation to people, in the vicinity of Salem and in distant lands. Aim: to develop a fund of geographic knowledge that will serve as a background for teaching geography in the first six grades.

Second half year. Methods course to prepare teachers for the first six grades. A study is made of the content of home geography, the plan of a course of study, methods of developing the subject-matter of geography in the successive grades, and the use of textbooks, collateral reading and illustrative material.

Geography 2. (B) Continental geography. Mr. CUSHING and Miss FLANDERS.

Second year. Two recitations and two hours of preparation weekly, with occasional field trips.

Aim: to prepare teachers for grades 7 and 8 and junior high school. The continents are studied to build up a knowledge of their life relations, and to illustrate various methods of approach and treatment. The adaptation of methods and materials to grades occupies about one-fourth of the course. Acquaintance is made with all of the modern textbooks, readers and manuals, and with other supplementary material.

Geography 3. (B) Junior high school geography. Mr. CUSHING.

Third year. Five recitations, five hours of preparation and occasional teaching lessons in the training school. Prerequisites, Geography 1 and Geography 2.

Aim: to fit students to become teachers of geography in the upper grades or the junior high school. Two courses are outlined and sample portions of their content are worked out in detail. One course adapted to the seventh grade or seventh and eighth grades deals especially with the geography of the United States and Europe. The other course which forms a basis of work is commercial and industrial geography adapted to the eighth or ninth grade. Much "opportunistic" geography is used and the problem method is emphasized. A large part of the work is academic.

Geography 4. (C) General geography. Mr. WHITMAN.

First year. Two recitations and two hours of preparation weekly.

Aim: to construct a broad basis for understanding commercial geography. A study is made of land and water forms and climate in relation to the activities of people in the immediate environment and various portions of the surface of the earth.

Geography 5. (C) Commercial geography. Mr. CUSHING and Miss FLANDERS.

Second year. Two recitations and two hours of preparation weekly; occasionally an afternoon for the study of actual commercial units, such as harbors, railroads and industrial plants. Prerequisite, Geography 4.

An intensive study is made of the representative conditions and commodities of commerce of Salem and Boston and vicinity, with special emphasis upon their relation to geographic factors. With this as a basis, world commerce is studied with the help of numerous textbooks, general reference books, museum specimens, pictures, etc. The needs of high school pupils are considered, and courses are outlined and methods discussed to meet them.

Geography 6. (C) Commercial and industrial geography. Mr. CUSHING.

Fourth year. Two recitations and two hours of preparation weekly, with an afternoon every third week for studying a local industry at first hand.

Aim: to prepare students to become teachers of commercial and industrial geography in high schools of New England. A course for high schools is built up and discussed, based upon the four fields of commerce and industry: primary production, transportation, manufacturing or secondary production, and consumption. All modern textbooks on the subject are used for reference, and various illustrative materials are introduced. The industrial countries are particularly studied with especial emphasis upon the United States. Many industries are studied by means of motion pictures.

HISTORY AND SOCIAL SCIENCE

History and Social Science 1. (A, B) Problems in government and methods in teaching history and social science. Miss FITZHUGH.

First year. Two recitations and two hours of preparation weekly.

First half year. Aim: to bring the student into close contact with the great masterpieces of historical writing, and to acquaint the future teacher with the material available for making the past real. Reading in the standard histories and biographies and in suitable "sources," with discussion of ways of using this material in the first six grades; also local history with field trips to places of historical interest.

Second half year. Aim: to create the foundation of knowledge on which good citizenship rests and to show how to teach the subject in the first six grades, objectively and practically. Observational trips by classes to various public buildings, especially the council chamber in the city hall, the polling booths and registration rooms, and the court room, are made the basis for textbook lessons.

History and Social Science 2. (A) American history and methods in teaching history and social science. Mr. ALLEN.

Second year. Two recitations and two hours of preparation weekly.

Aim: to prepare teachers for the first six grades of the elementary schools. The aims, materials and methods of presentation are examined. Practical work in the preparation and criticism of lesson plans; reports and discussions of contemporaneous magazine and newspaper articles; presentation of simple dramatized scenes from American and European history; observational trips to places of historical interest in Salem.

History and Social Science 3. (B) American history and methods in teaching history and social science in grades 7 and 8 and junior high school. Mr. ROTH.

Second year. Two recitations and two hours of preparation weekly.

A study of early American history with related units of general history, emphasizing the immediate European background of American history and the development of a successful democracy in the new world. Extended collateral reading is given to develop the student in historical methods, and the pedagogy of history for the intermediate school is begun.

History and Social Science 4. (B) American history and methods in teaching history and social science in grades 7 and 8 and junior high school. Mr. ROTH.

Third year. Five recitations and five hours of preparation weekly.

To give the student a surer grasp of present-day social, economic, and political problems, a more intensive study is made of recent American history and government. The growing importance and influence of American democratic ideals and institutions in European countries is emphasized. A study of current events and of community civics supplements this work. Methods of teaching history and social science in the junior high school are continued.

History and Social Science 5. (C) Economic and industrial history of Europe. Mr. ROTH.

First year. Three recitations and three hours of preparation weekly.

By a survey of the history of Europe from the eve of the Middle Ages to the present time an attempt is made to give a basis for the understanding of present social, political and economic conditions of modern States, also to trace the development of government by the people and its application to the Great War.

History and Social Science 6. (C) Economic and industrial history of the United States. Mr. ROTH.

Second year. Two recitations and two hours of preparation weekly.

A study is made of the social, political and economic history of the United States during the nineteenth and twentieth centuries, together with a detailed account of the development of a democracy in the New World. The aim is to bring the student to a realization of the growing importance and influence of American democracy throughout the world.

History and Social Science 7. (C) History of modern commerce. Mr. TILFORD.

First half of fourth year. Three recitations and four hours of preparation weekly.

Aim: to promote a proper understanding of the value of commerce to national and individual life. The course includes a study of present-day tendencies in commerce and allied fields. The laboratory method is used where possible.

History and Social Science 8. (C) Economics. Contemporary economic problems. Mr. TILFORD.

Second half of fourth year. Three recitations and four hours of preparation weekly.

A study of economics, based on present-day problems, carried on through type studies, current literature and personal investigation.

History and Social Science 9. (C) Commercial law. Mr. TILFORD.

Fourth year. Two recitations and two and one-half hours of preparation weekly.

An inductive study of the application of the principles of justice to ordinary commercial relationships, aiming to develop a judicial habit of mind in the consideration of business affairs, and to acquaint the pupil with some of the more common requirements of business laws.

SALESMANSHIP

Salesmanship. (C) Mr. TILFORD.

Second year. Two recitations and two hours of preparation weekly.

The object of the course is to develop and explain the fundamental principles of salesmanship, and to show the application of these principles to business and personal efficiency. Among the topics considered are: the analysis of the salesman, the goods, the buyer, and the mental processes of the sale; character analysis; wholesale, retail, and specialty selling; explanation of selling problems; sales demonstrations. The course is supplemented by lectures by active salesmen and sales managers.

MUSIC

Music 1. (A, B) Elementary music. Mr. ARCHIBALD.

First year. One recitation and one hour of preparation weekly.

Voice training, music reading, ear training, and writing of symbols used to represent the time and tune of music. The subject-matter of this course is practically the work of the first six grades of the elementary school.

Music 2. (A) Mr. ARCHIBALD.

Second year. One recitation and one hour of preparation weekly.

Aim: to familiarize the students with the music work of the first six grades, and to acquaint them with the best ways of presenting the problems. The child voice, song interpretation, and part singing are some of the topics discussed. Outlines of the grade work are given and teaching plans of the principal subjects are made. Melody writing as a means of illustrating the various problems is required.

Music 3. (B) Mr. ARCHIBALD.

Second year. One recitation and one hour of preparation weekly.

In addition to the work of Music 2 is required the study of the problems developed in three and four part singing, and in the boy's changing voice and its development.

Music 4. (A, B, C) Music appreciation and general singing.

Mr. ARCHIBALD.

Required of all members of the school. One recitation weekly throughout the course.

Programs of folk songs and dances, art songs and composers are prepared and presented by students. The Victrola and pianola are used in this work. During the year several concerts and lectures are given by people well known in the musical world. Singing of standard choruses.

EDUCATION

Education 1. (A, B) Applied psychology and pedagogy. Mr.

ALLEN.

First year. Two recitations and two hours of preparation weekly.

A study of the mind as familiar in every-day life and in the schoolroom, leading to ideas of development in body and mind, and of purposeful guidance in that development as the work of education; modes of learning discovered are applied practically to processes of teaching and management; directed observation in the training school to demonstrate processes of instruction, the planning of lessons and the reasons underlying; types of lessons, principles of class and

school management, measurement, supervision, general and special aims of education. This course is planned in immediate preparation for intelligent practice teaching in the senior year and general preparation for later professional work.

Education 2. (A) Pedagogy. Mr. PITMAN.

Second year. One recitation and two hours of preparation weekly.

General and specific aims of education; discussion of current educational problems; school administration, including classroom management; school laws of Massachusetts.

Education 3. (B) Pedagogy. Mr. ALLEN.

Third year. Three recitations and three hours of preparation weekly.

A course intended to summarize and extend the details of educational theory and practice from the preceding courses and from the practice teaching. It includes the psychology of adolescence and of individual differences; the psychology of the school subjects of the upper grammar grades and the junior high school; and the technique of scales and standards by means of tests and measurements made in the training department.

Education 9. (B) Pedagogy. Mr. PITMAN.

Third year. One recitation and one hour of preparation weekly.

Contemporaneous problems in elementary education; special investigations and reports; school administration.

Education 4. (C) Elementary psychology. Miss GOLDSMITH.

Second year. Three recitations and three to four hours of preparation weekly.

The course aims to give an understanding of the fundamental laws which govern mental activity, and, by attention to the processes by means of which knowledge is obtained and formulated, to lay a foundation for the course in pedagogy.

Education 5. (C) Pedagogy and its application in commercial teaching. Mr. TILFORD.

Fourth year. Two recitations and two hours of preparation weekly.

A course preparing for the teaching of commercial subjects; general methods and methods of teaching the special subjects, covering briefly the history, function and scope of commercial training in the high school.

Education 6. (A) Practice teaching.

Second year. Ten weeks, thirty periods weekly.

Education 7. (B) Practice teaching.

Second and third year. Ten weeks, thirty periods weekly.

Education 8. (C) Practice teaching.

Fourth year. Ten weeks, thirty periods weekly.

PRACTICAL ARTS AND FINE ARTS

Practical Arts 1. (A, B) A course dealing with simple projects in industrial arts. Mr. WHITNEY and Miss SOLOMON.

One-half of first year. Two recitations and one hour of preparation weekly.

Aims: to train teachers for the first six grades of elementary schools along practical and industrial lines; to give the ability to make, read and apply simple structural drawings and patterns; to use simple hand tools; and to apply this knowledge to other studies in the curriculum. There is frequent observation of the work in the training school, visits to shops, gardens, etc.

Fine Arts 1. (A, B) A course in drawing, color, design and art appreciation. Mr. WHITNEY and Miss SOLOMON.

One-half of first year. Two recitations and one hour of preparation weekly.

The course is designed to create and foster a knowledge and appreciation of art. There is frequent observation of teaching and methods in the training school. The illustrative work is closely related to other studies in the curriculum. A general review of work experienced or observed in the public schools is included.

Practical Arts 2. (A) A course dealing with elementary projects in such lines as bookbinding, pottery, weaving, etc. Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

As in the previous course the aims are: the ability to make, read and apply structural drawings and patterns to the actual construction of simple projects; the ability to teach such work in the first six grades in the elementary schools; to appreciate purpose and fitness and good structural design; and to apply these to all industrial work.

Fine Arts 2. (A) A course in drawing, color, design, art appreciation and methods of teaching. Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

Aims: to prepare teachers for the first six grades of elementary schools and to cultivate taste and art appreciation. Courses of study are planned and

methods of teaching are studied and applied in the actual work in the training school. Blackboard sketching is applied in other studies in the curriculum.

Practical Arts 3. (B) Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

A continuation of Practical Arts 2, consisting of more advanced projects, adapted to the junior high school; observation and practice in sewing, modeling and gardening for the women; and in printing, woodworking and gardening for the men.

Fine Arts 3. (B) Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

This course includes harmonics of color to be applied to school projects, the interior of the schoolroom or home; plans and color schemes for flower gardens, etc.; decorative and applied design; pictorial drawing involving principles of foreshortening and convergence; picture study; nature drawing; and blackboard sketching.

Practical Arts 4. (B) Intended to familiarize the pupil with the courses of study, methods and demands made upon teachers in grades 7 and 8 and the junior high school. Mr. WHITNEY.

One-half of third year. Five recitations or shop periods and two hours of preparation weekly.

Observation and practice in mechanical drawing, bookbinding, modeling and printing. The school and home gardens are planned, drawings made to scale and the color schemes applied.

Fine Arts 4. (B) Methods and practice for students preparing to teach in grades 7 and 8 and the junior high school. Mr. WHITNEY.

One-half of third year. Five recitations and two hours of preparation weekly.

Aims: to offer a general survey of the history of architecture, sculpture and painting; to familiarize the pupils with the work required in the higher grades along the lines of drawing, applied design, nature work, etc. The course comprises the preparation and dyeing of papers, reeds and fabrics for the work in practical arts; the making and application of good designs in form and decoration; the drawing of trees, plants and details studied in the nature course; and the drawing of simple objects and groups in outline, mass and color. The major part of the course is devoted to definite school projects, methods and practice teaching.

Practical Arts 5. (A) Gardening 1. Miss GOLDSMITH.

Second year. Comprising the work in nature study for the spring months.

Aim: to give practical experience in garden work and acquaint the student with methods and devices for carrying on school and home gardens.

Practical Arts 7. (B) Gardening 2. Miss GOLDSMITH.

Second year. Constitutes the work in nature study for the spring months.

Fulfills practically the same conditions as Practical Arts 5 (A), except that special attention is given to kinds of work required in grammar grades or the junior high school.

Practical Arts 6. (B) Gardening. Mr. STOCKWELL.

A garden, comprising half an acre, is worked on the community basis, and is planted entirely to vegetables, which are sold to families living in the vicinity of the school and to local dealers. This garden is planted, cared for, and the products harvested and marketed, by the boys of the seventh and eighth grades.

There is also opportunity for a limited number of normal school students to receive instruction in both woodworking and printing. These courses are elective and are given out of regular hours.

PHYSICAL EDUCATION

Physical Education 1. (A, B) Physical training. Miss WARREN and Miss SOLOMON.

First year. Two periods weekly.

This course is designed to improve the physical condition of the student. It includes plays and games and methods of teaching them, with emphasis on the learning of the games and playing them. Folk dancing and corrective exercises are important features of the work.

Physical Education 2. (A) Physical training. Miss WARREN.

Second year. Two periods weekly.

This course aims to prepare the student to teach such exercises as may be used in the first six grades of the elementary schools, as story plays, folk dancing and both outdoor and indoor games.

Physical Education 3. (B) Physical training. Miss WARREN.

Second year. Two periods weekly.

Teaching lessons in folk dancing and games suitable for upper grades are prepared by the students. Some time is devoted to formal gymnastic work. Opportunities to supervise groups of children in the playground and in the gymnasium and to do some corrective work are utilized.

Physical Education 4. (A) General hygiene. Miss WARREN.

Second year. Two recitations and two hours of preparation weekly.

Discussion of methods frequently takes the place of the recitation. The teaching of hygiene in a normal school has a twofold purpose, — to help the student to realize how he may maintain in his own body the highest possible working efficiency, and to train him to present the subject to children in such a manner as to bring about a marked improvement in their standard of health.

Physical Education 5. (B) Hygiene and sanitation. Miss WARREN.

Third year. Two recitations and two hours of preparation weekly.

Aim: to train students to present those phases of hygiene and sanitation which can best be understood by pupils in the upper grammar grades. Emphasis is placed upon public health problems, as milk and water supply, housing, sewage disposal and infectious diseases. Attention is also given to the intelligent treatment of emergency cases.

Physical Education 6. (C) Personal hygiene. Miss WARREN.

First year. One recitation and one and one-half hours of preparation weekly.

The purpose of the course is to aid the student to form right habits of living, and to furnish accurate knowledge of social hygiene, including personal, family, city, state and industrial hygiene.

SCIENCE

Nature Study. (A) Miss GOLDSMITH.

Second year. Four recitations and four to five hours of preparation weekly.

Occasional papers. Laboratory work given in place of regular preparation or recitation at the discretion of the instructor. The course is intended to give first-hand, working knowledge of the plants and animals of the locality and fit the students to teach nature study in the first six grades. Birds, insects, common mammals, trees, flowers, fruits, seeds, and germination are among the subjects taken. Soils, tillage and fertilizers are studied as an introduction to garden work. Project work is done in as far as it seems practical under present conditions.

Biological Science 1. (B) Miss GOLDSMITH.

Second year. Four recitations and four to five hours of preparation weekly.

A course intended to prepare students to teach in the seventh and eighth grades or the junior high school. Field work is done as long as the season permits, and laboratory work during the winter. Project work is carried on through-

out the year. Students are made familiar with the plant and animal life common to the community, particular attention being given to the economic aspects. Occasional papers.

Biological Science 2. (B) Miss GOLDSMITH.

Third year. Four recitations and four to five hours of preparation weekly.

The course is a continuation of Biological Science 1, and consists of recitations, laboratory and field work, discussions and presentations by the students, with occasional papers. Special emphasis is laid on research work and field trips, and the correlation with other branches of study such as civics, geography, English, and physical science. The consideration of such larger topics as forestry, the natural resources of a community, etc., form an important part of the work. Gardening occupies practically all of the spring term.

Physical Science 1. (A) Mr. WHITMAN.

Second year. Two recitations and two hours of preparation weekly.

The course is intended to afford a broad outlook over the field of general science, and an insight into the ways in which science is useful to man. Students report to the class the results of their own individual study. The project method is employed. The library offers a good supply of science books and periodicals. Laboratories and apparatus are available for students to pursue their projects experimentally. Students are encouraged to demonstrate before the class with apparatus. Reports on excursions to study practical applications of science in the arts and industries, are made by individual students.

It is recommended that students put the major part of their time upon those science projects which are of special interest to them, or which they have exceptional opportunities to study. The natural interest of different individuals will, when brought together, give a course which covers the home, the school, public utilities, industries, and the world of nature. The course is determined largely by the students' interests and environment.

Physical Science 2. (B) Mr. WHITMAN.

Second year. Two recitations and two hours of preparation weekly.

The general plan of this course is like that of General Science 1, but the projects chosen for work are in the main those which would interest and be of value to pupils in the seventh and eighth grades. The projects are treated, however, from the adult viewpoint. Both demonstration work and the preparation of charts useful in teaching are required of each student.

Physical Science 3. (B) Mr. WHITMAN.

Third year. Five recitations and five hours of preparation weekly.

This course is chiefly of a professional nature. The students prepare lessons suitable for the seventh and eighth grades, and have some practice teaching

in the training school and in other schools with which the normal school is affiliated. Students are expected to prepare a personal equipment consisting of charts, a collection of pictures, and other teaching devices. The chief aim of the course is to find for general science the same useful place in the grades that has already been established for nature study.

General Science. (C) Mr. WHITMAN.

First year. Two recitations and two hours of preparation weekly.

A study of general science in its relations to the arts and industries, particularly those within the immediate environment of the students. Frequent excursions, investigations and reports. The course is closely related to that in industrial geography.

SHORTHAND

Shorthand 1. (C) Benn Pitman. Introductory course. Miss ROLLINSON.

First year. Four recitations and five hours of preparation weekly.

Principles of the system are mastered, keeping the professional side in view and a fair amount of speed in new matter is acquired.

Shorthand 2. (C) Benn Pitman. Intermediate course. Miss ROLLINSON.

First half of second year. Three recitations and four hours of preparation weekly.

Principles are reviewed thoroughly, speed work is continued, and classics, which are printed in shorthand, are read and studied.

Stenographic office training. (C) Miss ROLLINSON.

Second half of second year. Six recitations with four hours of preparation weekly.

The shorthand and typewriting are merged into an office training course, consisting of stenographic work, typewriting, filing, cataloguing, multigraphing, stenciling, office routine, etc., and including speed work in both shorthand and typewriting.

Shorthand 3. (C) Benn Pitman. Methods course. Miss ROLLINSON.

Fourth year. Three recitations and four hours of preparation weekly.

Aim: to present the best methods of teaching shorthand. This includes a study of pedagogical works on the subject of shorthand, observation teaching, plan work and training. Comparison of texts and systems also enters into this course.

Shorthand 4. (C) Benn Pitman. Miss ROLLINSON. For special students who are admitted to a one-year course. Five recitations and eight hours of preparation weekly.

A brief yet comprehensive course in shorthand, including a thorough training in the principles of the system, a small amount of dictation, and methods to be employed in the presentation of principles and in the handling of speed work.

Shorthand 5. (C) Gregg. Miss ROLLINSON. Elective for students who have already completed a course in Gregg shorthand.

One recitation and one and one-half hours of preparation weekly. The course consists of a review of principles with the professional idea in mind, speed dictation and method work.

STENOTYPY

Stenotypy. (C) Miss Brooks. Elective for first and fourth years. Two recitations and two hours of preparation weekly.

A course covering the entire theory work of stenotypy may be taken in one year. Upon the completion of this course, a student will receive a teacher's diploma in the subject, issued by the instruction department of the Stenotype Company and endorsed by this school.

TYPEWRITING

Typewriting 1. (C) Foundation course for beginners. Miss BROOKS.

First year. Four laboratory periods weekly.

Aim: to make of each student an accurate touch operator by giving a thorough knowledge of the keyboard and of the use of the various parts of the machine, and by teaching him to write rhythmically. During the last quarter accuracy tests are given.

Typewriting 2. (C) Advanced course. Miss ROLLINSON.

First half of second year. Three laboratory periods and one hour of preparation weekly.

Transcription, including all advanced forms of typewriting: letter arrangement, tabulation, legal work, etc. Special attention is given to speed work.

Typewriting 3. (C) Methods course. Miss BROOKS.

Fourth year. Three periods, recitation and laboratory, and two hours of preparation weekly.

This course discusses the work of Typewriting 1 and Typewriting 2 from the professional viewpoint. General methods are considered, textbooks are examined and criticized, courses of study, adapted to different groups of students, are planned.

Typewriting 4. (C) Miss BROOKS.

For special students who are admitted to a one-year course. Five periods, laboratory and recitation, and two to three hours of preparation during the second half-year.

This course covers the work of Typewriting 1, 2 and 3, and is so planned as to make it possible for either a beginner or an advanced student to complete the required amount of work in one year.

Typewriting 5. (B) Miss BROOKS.

For junior high school teachers. Five laboratory periods and two hours of preparation weekly.

The aim of this course is to give the student sufficient practice in the use of the machine to acquaint him with the work usually done by junior high school classes in typewriting. It deals also with methods to be used with younger pupils.

BOOKKEEPING**Bookkeeping 1. (C) Introductory course. Miss HOWLAND.**

First year. Two recitations and three hours of preparation weekly (taken in conjunction with Bookkeeping 1a).

Aim: to teach elementary principles and bookkeeping routine.

Bookkeeping 1a. (C) Principles of accounts. Mr. TILFORD.

First year. One recitation and one and one-half hours of preparation weekly (taken in conjunction with Bookkeeping 1).

The course develops the principles of debit and credit, various expedients for recording transactions, theory and purpose of the account, and instructs the pupil in the formulation of the usual business statements.

Bookkeeping 2. (C) Advanced course. Mr. TILFORD.

Second year. Three recitations and four and one-half hours of preparation weekly.

Special attention is given to principles underlying the construction of accounts and their classifications, and the preparation and interpretation of business statements to show condition and progress of the business. The application of accounts to varied lines of work undertaken, elements of cost accounting and variations due to form of organization are studied.

Bookkeeping 3. (C) Elementary accounting. Mr. TILFORD.

Fourth year. Four recitations and four and one-half hours of preparation weekly.

Comprehensive study of balance sheets and statements of various kinds; detailed consideration of assets and liabilities, depreciation, reserves, surplus,

capital and revenue expenditures, statements of affairs, deficiency account, realization and liquidation statements; also, study of accounts of nontrading concerns, as societies, clubs, etc. The course closes with instruction in methods of teaching bookkeeping in high schools.

Bookkeeping 4. (C) Elementary bookkeeping and methods of teaching. Miss HOWLAND.

For special students who are admitted to a one-year course. Two recitations and two hours of preparation weekly (taken in conjunction with Bookkeeping 4a).

A course combining instruction in bookkeeping principles and practice with instruction in methods of presentation in high schools.

Bookkeeping 4a. (C) Theory of accounts. Mr. TILFORD.

For special students who are admitted to a one-year course. Two recitations and two hours of preparation weekly (taken in conjunction with Bookkeeping 4).

Similar to Bookkeeping 1a, but the maturity of the pupil and additional time permit of more extended and comprehensive work.

Bookkeeping 5. (B) Mr. TILFORD.

Junior high school bookkeeping and penmanship. Five recitations and five hours of preparation weekly.

The aims of the course are to give the pupil an understanding of the purposes and importance of ordinary business records and commercial paper; to develop the principles of debit and credit; to explain the expedients for recording various business transactions; to show the purposes of the different ledger accounts; to instruct the pupil in the formulation of the usual statements; and to give instruction in the methods of teaching bookkeeping and business forms in the junior high school.

LECTURES AND CONCERTS

The following lectures and concerts have been given at the school since the issue of the last catalogue:—

Concert	Glee clubs of Massachusetts Institute of Technology and Salem Normal School
Concert	Glee clubs of Framingham and Salem Normal Schools
Concert	Hampton Institute quartette
Memorial Day address	Mr. Philip A. Nordell

Commencement address: The element of
the individual

Dr. Payson Smith
Geography and history Mr. Lawrence V. Roth
The teaching of geography . . . Professor R. H. Whitbeck
Webster's reply to Hayne . . . Professor Henry Johnson
The care of the teeth Dr. William H. J. Gorman
Peace and war Dr. Edward Cummings
Training for citizenship . . . Miss Mabel Hill
Citizenship Mr. Arthur W. Dunn
Joan of Arc Mr. James Frederick Hopkins
The community trail Dr. Albert E. Winship
Principles of salesmanship . . . Professor Harold Whitehead
The business of education . . . Mr. Frank P. Speare
Salesmanship Mr. Earle Powers
The responsibilities of the educated woman Mrs. Kathryn S. McLean

Motion Picture Exhibitions and Lectures

During the last four years the school has been utilizing motion pictures to attain educational ends. Nearly every subject taught in the school is served by these pictures. The fields of geography are particularly well covered. Talks on the motion pictures as they are shown are given usually by members of the faculty, but occasionally they are given by pupils or lecturers from outside the school. A representative series from the 1917-1918 program follows: —

Raising and transporting cotton
Manufacturing cotton goods
Mining and smelting copper
The granite industry
The lumbering industry of Maine and Oregon
Building a typewriter
The Glacier National Park
The cod fishing industry
The wheat farm

THE MUSICAL CLUBS

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra of stringed instruments is also one of the musical activities of the school.

Tickets for the concerts of the Boston Symphony Orchestra are obtained for students upon application.

THE LIBERTY CLUB

The club is made up of students in the second year of the intermediate course, and meets once a week. Its purpose is to make a study of the political and military leaders in the great world war and to be of service in helping the government in the prosecution of the war, especially in the sale of thrift and war stamps and in securing purchasers of Liberty Bonds.

THE CIVICS CLUB

The club was organized in the senior class of the intermediate course with the two-fold purpose of civic service and study. It meets once a month. Its activities consist of the sale of war and thrift stamps and of civic service in the school. A debate with one of the other clubs is undertaken during the year; the subject for debate this year is the government ownership of railroads.

THE FEN CLUB

The Fen Club, organized by the members of the senior class of the commercial department, hopes to accomplish two things: first, that it may develop a higher rate of speed in shorthand for its members, and that it may inform itself on any commercial or professional subject that may add to the general information of its members; second, that it may form a connecting link between the school and its members, and the alumni.

To accomplish the first, shorthand dictation is given at one bimonthly meeting and lecturers are secured for the other. To secure the second, a multigraphed budget is to be sent out to all alumni interested who are willing not only to give the budget financial support, but also to contribute articles and other information which may be of interest to members of the school and to the alumni.

THE MANAGEMENT OF THE SCHOOL

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders. They do not withhold advice, admonition and reproof, when needed; but their relations in these respects are usually with individuals instead of with classes, and are of the most helpful and generous nature. Those students who, after full and patient trial, are found unable to exercise self-control and unworthy of confidence, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who through no fault of their own, but in consequence of conspicuous inaptitude, or physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal and two other members of the faculty, and members chosen by each of the several classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

Regulations

1. Regular and prompt attendance at all sessions of the school is expected of every student. Those who find it necessary to be absent for more than a single day should so inform

the principal. For all avoidable absence — including that for teaching as substitutes — the permission of the principal must be obtained in advance.

2. Students who are withdrawing from the school must inform the principal of their decision, and must return all the books and other property of the school which are charged to them. Those who fail to do so promptly must not expect any recommendation or indorsement from the school.

3. Any property of the school which is lost or seriously injured by students must be paid for by them.

4. Although the school has no dormitories, it recommends to students who are to live away from their homes several houses in Salem where board and room may be obtained at reasonable prices. These houses, in addition to being suitable in other respects as homes for students, meet the following conditions which are prescribed by the State Board of Education: They receive no boarders other than students and instructors of the normal school; the same house does not receive both men and women students; the number of students in any one house is limited to the family group of eight.

All students who board away from their homes during their membership in the school are required to live in the houses recommended by the school. Exceptions to this rule are made only for those whose parents wish them to live with relatives or intimate personal friends; but in such cases the parents must inform the principal of the school of the circumstances, in writing, and receive his approval. No final arrangement for board or room may be made without the previous consent of the principal. No change in boarding place may be made by any student without the previous consent of the principal.

Students living in groups in approved houses are expected to form habits which are to the advantage of their own work and that of their companions. The hours from seven to nine-thirty in the evening should be observed as a period of study. Except under unusual conditions, lights should be out by ten o'clock. If students find it necessary, for any reason, to be absent from the house for an evening they should inform their landladies of their plans. Boarding students may not be ab-

sent from the city over night without the consent of the principal.

Those persons who receive our students into their homes must, of necessity, assume responsibility for their conduct in the same measure as would be required of teachers or matrons in charge of a school dormitory. They are therefore expected to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered improper in a well-regulated dormitory.

Expenses, Aid, Loan Funds

Expenses. — Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of fifty dollars per year, of which sum one-half is due September 11 and the other half February 1. Textbooks and supplies are free, as in the public schools. Articles used in school work which students desire to own will be furnished at cost. The expense of board for two students rooming together, within easy distance of the school, is from six dollars each per week upward.

School Restaurant. — A restaurant is maintained in the building, in which is served at noon each school day a good variety of wholesome and attractive food at very reasonable prices.

State Aid. — To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished during the first half year of attendance at the school.

Loan Funds. — Through the generosity of members of the faculty and graduates of the school several funds have been established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow reasonable sums of money with

which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the Students' Benefit Fund are other funds, founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Professor Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; and to Dr. Walter P. Beckwith, principal from 1895 to 1905. The total amount of money now available is nearly four thousand dollars. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

The class of 1915 and the class of 1917 have each presented to the school a Liberty bond of one hundred dollars.

Employment for Graduates

The increase in the number of normal school graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers, but even at the present time they constitute less than eighty per cent. of all the teachers in the State, and the demand is annually greater than the supply; especially for the junior high school and for the commercial department of the senior high school there is a marked scarcity of strong candidates. The need of trained teachers was never more urgent nor have there ever been better professional opportunities than the future holds for teachers who have had thorough preparation. Although the school does not undertake to guarantee positions to its students, it is a fact that graduates of any department are rarely without positions three months after graduation. The principal takes pleasure in assisting them to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities. He also wishes to be kept informed concerning the degree of success in teaching of former students.

Scholarships for Graduates

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States.

Notices to School Officials

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the buildings and equipment, or to attend the exercises in its classrooms or training schools at any time and without ceremony. The office is open throughout the summer vacation.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

GENERAL INFORMATION

Historical Sketch

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. A new training school building was occupied for the first time December 2, 1913. The site, buildings and equipment represent an expenditure of \$500,000; and it is believed that the Commonwealth here possesses an educational plant as complete and convenient as any of its kind in this country.

Decorations

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly, and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty, and other friends of the school. All these have been selected with great care and artistic judgment, so that the whole is harmonious.

The Teachers and Students

The school during its history has had five principals and one hundred two assistant teachers. The development of the practice schools began in 1897, and with them sixty-eight persons have been connected as teachers. Twenty-one teachers are now required in the normal school and thirteen in the training schools.

Seventy-two hundred students have attended the school.

The Location and Attractions of Salem

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston & Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country, in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained without expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

REGISTER OF STUDENTS

1917-1918

 Graduates, — Class CIII, — June 20, 1917

Elementary Department.

Adams, Laurretta	Georgetown
Anderson, Edna de Witt	Melrose Highlands
Appel, Anna Edna	Boston
Bartlett, Helen Elizabeth	North Cambridge
Balentine, Alice Marguerite	Salem
Bates, Susan Mitchell	Revere
Bond, Anna Louise	Winthrop
Bowley, Hazel Ellen	East Lynn
Brennan, Margaret Mary	Somerville
Brock, Helen Emily	Everett
Bucknam, Sarah	Swampscott
Burnham, Ida Gordon	Gloucester
Butler, Anna Bernice	Winthrop
Canning, Marie Teresa	Lawrence
Casey, Florence Elizabeth	Newburyport
Carson, Ruth Marie	Salem
Champlin, Evelyn May	Melrose
Chesley, Helen Louise	Melrose
Coleman, Marian Esther	Beverly
Connolly, Gertrude Rose	Cambridge
Crane, Katherine Agnes	Merrimac
Critchett, Dorothy Charlotte	Gloucester
Cross, Flora Jane	Beverly
Crowe, Clara Martha	Medford
Cumming, Alice Margaret	Somerville
Curit, Amanda Gertrude	Melrose Highlands
Delahanty, Agnes Frances	Cambridge
Dennett, Laura Mae	Rochester, N. H.
Devaney, Helen Marie	Lawrence
Dondero, Caroline Mathilda	Amesbury

Dow, Ruth Lillian	Ipswich
Doyle, Mabel Lillian	Peabody
Duffy, Gertrude Agnes	Newburyport
Dunn, Mary Alice	Stoneham
Durgin, Margaret Elizabeth	Swampscott
Eagan, Frances Claire	Lynn
Egan, Dorothy Warren	Salem
Engdahl, Florence Maria	Salem
Farnan, Agnes Virginia	Lynn
Farr, Doris Dewey	Belmont
Feeny, Rebecca Cleophas	Cambridge
Fenning, Ethel Mae	Lynn
Fitzgibbons, Florence Veronica	Beverly
Flaherty, Mary Winifred	Lynn
French, Grace Jeanette	East Lynn
Friend, Annie Ellery	Gloucester
Fuller, Edith Porter	North Andover
Gaddis, Gertrude Elizabeth	Somerville
Gaffey, Miriam Camilla	Lynn
Garrick, Marcella Mary	Somerville
Gorman, Gertrude Marie	Cambridge
Grant, Alice Victoria	Merrimac
Gurney, Maude Frances	Winchester
Hall, Dorothy Beryl	West Lynn
Hamelin, Mary Delphine	Georgetown
Harrington, Agnes Marie	Cambridge
Harrington, Katharine Anna	Somerville
Harvey, Elsie Gould	Everett
Hellstrom, Emmy Catherine	West Lynn
Higgins, Alice Newcomb	Somerville
Horton, Marvel Lillian	Cliftondale
Jarvis, Grace Katherine	Everett
Knowlton, Clara May	Pigeon Cove
Leary, Ellen Silena	Lynn
Lewis, Belle Sophronia	Littleton, N. H.
Lewis, Rose Anna	Roxbury
Looney, Julia Veronica	Cambridge
MacKay, Margaret Whitman	Gloucester
Manley, Alice Gertrude	Lexington
Marshall, Bessie Frances	Provincetown
McCarthy, Mary Gertrude	Somerville

Morrow, Edna May	Salem
Morrow, Ruth Douglass	Gloucester
Mullin, Elizabeth Sheridan	Beverly
Murphy, Grace Margaret	Peabody
Murphy, Kathleen Burchell	Lawrence
Murphy, Marion Catherine	Georgetown
Murray, Bessie Letitia	North Andover
Nangle, Claire Louise	Danvers
O'Donnell, Ethel Eleanor	Lynn
O'Reilly, Margaret Mary	Cambridge
Parsons, Lillian Winfield	Gloucester
Peabody, Helen Bishop	Rowley
Pearson, Olga Elizabeth	Pigeon Cove
Quinn, Elizabeth Helena	Somerville
Reid, Florence Naomi	Salem
Reily, Pauline Adena	Peabody
Richardson, Gladys	Arlington
Richmond, Florence Lillian	Chelsea
Richmond, Lela	Chelsea
Ritchings, Clara Tallman	Peabody
Ryan, Esther Mary	Malden
Sargent, Ruth Edna	Groveland
Sibley, Olive Elizabeth	Salem
Sinclair, Mildred Eleanor	Salem
Smith, Doris Margaret	Gloucester
Southwick, Alice Emily	Peabody
Story, Beatrice Gertrude	Magnolia
Sullivan, Agnes Loretta	Revere
Sullivan, Mary Ellen	Cambridge
Swimm, Myrtle Gertrude Geraldine	Beverly
Tarr, Mildred Evelyn	Gloucester
Taylor, Caroline Edith	Somerville
Thorner, Frances Joan	Cambridge
Thrasher, Julia Mary	Brookline
Toppan, Dorothy	Newburyport
Washington, Sarah Tryphene	Medford
Werner, Ethel Hildur	Somerville
Whalen, Helen Louise	Medford
White, Annie Teresa	Manchester
Winston, Elizabeth Camilla	Lynn
Worcester, Mabel	Somerville

Intermediate Department

Adams, Marian Eva	Melrose Highlands
Blanchard, Ruth Washburn	Danvers
Björkman, Lennart August William	Lynn
Clough, Madeleine Louise	Stoneham
Cunningham, Josephine Ellen	Salem
Eberling, Agnes Emma	Lynn
Evans, Edna Smith	Salem
Ferguson, Margaret Anne	Newton Center
Hale, Mildred Louise	Salem
Jackman, LeRoy Williams	Newburyport
Keith, Mary	Marblehead
Millett, Harold Joseph	Salem
Murray, Mary Helena	Prides Crossing
Nelson, Inez Aurora	Gloucester
Patterson, Alice Mae Lewis	Somerville
Pinkert, Edna Lois	Malden
Power, Elizabeth Frances	Lynn
Robinson, Edith Maxwell	Melrose
Stickney, Stephen Arthur	Peabody
Symonds, Mary Putnam	Lynn
Vickerson, Bernice Helena	Malden

Commercial Department**THREE YEARS**

Campbell, Emily Margaret	Charlestown
Cohen, Libby Julia	Dorchester
Cohn, Lillian Belle	Malden
Collins, Sadie Loretta	Pittsfield
Corner, Doris Gulah	Lowell
Decker, Harriet Frances	Foxborough
Friend, Ruth Cole	Gloucester
Gill, James Albert Joseph	Charlestown
Goodwin, Ruth Childs	Swampscott
Haskins, Anna Gertrude	Pittsfield
Killion, Mary Bernadette	Walpole
Law, Elizabeth	Foxborough
Lurie, Florence Libbie	Boston
McGrath, Katherine Isabel	Marblehead

Merrithew, Maude Evelyn	Clifftondale
Pendleton, Dorothy Ivaloo	Haverhill
Ronan, John Clifford	Newburyport
Sawyer, Hortense Elizabeth	Ayer
Schein, Ethel Sarah	Chelsea
Tufts, Doris Marie	Malden
Walker, Alvine Clara	Gardner

FOUR YEARS

Donovan, Kathleen Elizabeth	Newburyport
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Certificates for One Year's Work

ELEMENTARY AND INTERMEDIATE DEPARTMENTS

Burnham, Elizabeth	Essex
Driscoll, Bernadette Ursula	Malden
Elliott, Iola Mae	Stoneham
Townsend, Ethel	Manchester
Wilde, Bertha Hilma	North Andover

COMMERCIAL DEPARTMENT

McMahon, Winifred Teresa	North Wilmington
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The Intermediate Department**Senior Class**

GROUP I

Barnes, Nellie Rebecca	Gloucester
Barstow, Hazel Emma	Wakefield
Carroll, Esther Stanislaus	Manchester
Cook, Beatrice Latham	Danvers
Crawford, Esther Elizabeth	Malden
Fogg, Edna Almira	Lynn
Gourdine, Eulalie	Everett
Hanley, Margaret Agnes	Amesbury
Morrow, Ruth Douglass ¹	Gloucester
Mullane, Helen Josephine	Dorchester
Pillsbury, Rosa Lillian	Malden
Quinlan, Frances Mary Geraldine . .	Danvers
Ritchie, Mary Elinor	West Somerville

¹ Was a member of the school less than one-third of the year.

GROUP III

Buckley, Alice Mary Margaret . . .	Danvers
Cronin, James Anthony . . .	Beverly
Doyle, John Joseph ¹ . . .	Peabody
Flynn, Thomas Francis ¹ . . .	Salem
Gilmore, James Edward . . .	Peabody
Harlow, Ellen Sarah Andrews . . .	Salem
Marsh, Eliza Belle . . .	Lynn
Reid, Violet Prudence . . .	Salem

Middle Year Class

Barstow, Mildred Louise . . .	Wakefield
Beach, Eugenie Ella . . .	Winthrop
Clarke, Elizabeth Theresa . . .	Salem
Foote, Hilda . . .	Lynn
Jackman, Ruth Emerson . . .	Salem
Jeffery, Blanche Eleanora . . .	Salem
Johnson, Clara Louise . . .	Boston
Lathrop, Helen Okell . . .	Lawrence
Magennis, Anne Elizabeth . . .	Medford
Malinowska, Frances Nathalie . . .	Salem
Moriarty, Helen . . .	Danvers
Peterson, Signe Margaret . . .	Malden
Ryan, Mabel Romuald . . .	Lynn
Salmon, Mary Agnes . . .	Salem
Sheppard, Gertrude Rebecca . . .	Ipswich
Striley, Charles Harold . . .	Danvers
Tarbox, Luella Florence . . .	Lynn
Varina, Hazel Dorothy . . .	Swampscott
Welch, Mary Maud . . .	Salem

The Elementary Department

Senior Class

Agnew, Gertrude Mary . . .	Lynn
Anderson, Hilda Amelia . . .	Cambridge
Anderson, Madeline Ingegerd . . .	Lynn
Beers, Marjorie Johnson . . .	Somerville

¹ Was a member of the school less than one-third of the year

Binsky, Jennie Edith	Chelsea
Boomhover, Eleanor Smith	Middleton
Bower, Helen Dorothy	Methuen
Bower, Merle Phyllis	Methuen
Bresnahan, Agnes Theresa	Lynn
Brown, Dorothy Hazel	Gloucester
Brown, Edith May	Gloucester
Brown, Helen Frances	Methuen
Brown, Maude	Malden
Browne, Patience Frances	Medford
Bryant, Vilma	Roslindale
Buffum, Marjorie	Danvers
Carr, Isabelle Rose	Charlestown
Cavanaugh, Grace Catherine	Lynn
Cherbuy, Mary Frances	Lynn
Christian, Elsa Townshend	Lynn
Cottle, Grace Hilda	Salem
Cox, Lillian Burt	Melrose Highlands
Craig, Florence Louise	Lynn
Davey, Mary Gertrude	Salem
Donovan, Ruth Elizabeth	Salem
Dow, Marion Horton	Newburyport
Dowling, Grace Catherine	Beverly
Duggan, Ellen Helene ¹	Salem
Ellis, Mary Elizabeth	Peabody
Erwin, Mary Mildred	Gloucester
Fox, Mary Christina	Somerville
Fuller, Grace Ethelyn	Middleton
Garvey, Frances Mary	Gloucester
Glass, Lucie Isabel	Lynn
Glidden, Grace Packard	Beverly
Gold, Anna Lillian	Salem
Goldman, Deborah	Malden
Griffin, Margaret Teresa	Salem
Hewitt, Margaret Lillian	Watertown
Hollis, Stella Frances ¹	Medford
Howard, Grace Eleanor	Lynn
Humphrey, Ruth Abbie	Salem
Kelleher, Annie Marie	Malden
Lamb, Margaret Veronica	Somerville

¹ Was a member of the school less than one-third of the year

Lawlor, Annie Cecilia	Danvers
Leary, Norah Helen	Newburyport
Libbey, Alice Adelaide	Somerville
Lovewell, Dorothy Sandt	Arlington
Mack, Marion Hannan	Salem
MacLean, Irene White	Revere
McCarthy, Mary Teresa	Charlestown
McDavitt, Irma Frances	Reading
McDonald, Maude Agnes	West Peabody
McKenna, Rose Boles	Salem
McLaughlin, Alice Claire	Winter Hill
McLaughlin, Mary Agnes	Everett
Mitchell, Grace Henderson	Lynn
Mitchell, Gladys Lillian	Lynn
Neale, Doris Evelyn	Cliftondale
Nelson, Emma Cecilia	Beverly
Newman, Florence Tillie	Haverhill
Norie, Frances Irene	Manchester
O'Donnell, Gertrude	Lynn
Ordway, Agnes Gertrude	Beverly
Pedrick, Beatrice Woodbury	Rowley
Perron, Angela Marie	Somerville
Perry, Sadie Emily	Revere
Porter, Laura Iles	Beverly
Rafferty, Evelyn Teresa	Lynn
Robinson, Alice Folsom	West Newbury
Ryan, Esther Elizabeth	Everett
Saunders, Gertrude Elizabeth	Gloucester
Scott, Catherine Elizabeth	Cambridge
Shea, Anna Theresa	Cambridge
Sjoberg, Bertha Theodora	Everett
Steutermann, Marjorie Gertrude	Danvers Highlands
Stromdahl, Ethel Florence	Lynn
Tassinari, Alice Augusta	Somerville
Twohig, Evelyn Margaret	Cambridge
Welch, Florence Marie	Salem
Williams, Margaret Marie	Salem

Middle Year Class

Gilbert, Hilma Chester	South Essex
Huse, Gladys Pauline	White River Junction, Vt.
Wood, Kathryne Stickney ¹	Groveland

Junior Class

Adams, Elizabeth Cynthia	Newburyport
Agnew, Florence Anna	East Lynn
Anderson, Bertha Maria	Cambridge
Andrews, Doris	Gloucester
Ball, Avis Winifred	Salem
Barton, Irene Winnie	Salem
Batchelder, Margaret Kemble	Wenham
Beirne, Mary Josephine	Peabody
Binsky, Esther Lillian	Chelsea
Bradley, Anna Gertrude	Salem
Breed, Isabel Blanche	East Lynn
Brenton, Gladys Marguerite	Arlington Heights
Brock, Marion Evelyn	Newburyport
Brown, Hannah Pearl	Marblehead
Burke, Eleanor Catherine	Pigeon Cove
Burkhardt, Harriet Patch ¹	Gloucester
Cannell, Madeleine	Everett
Cannon, Mary Josephine	Cambridge
Casano, Lydia Glover	Melrose Highlands
Cheever, Helen	Manchester
Clement, Elinor Ingalls	Lynn
Clerke, Hazel Annetta	Lynn
Coffin, Mary Josephine	Newburyport
Cooney, Helen Marie	Salem
Cooper, Alice Gertrude	Beverly
Cox, Ethel Allen	Melrose Highlands
Cummings, Lucy Frances	Salem
Cunningham, Laura Cecile	Medford
Cunningham, Mary Margaret	Salem
Darling, Dorothy	Ipswich
Davis, Marion Evelyn	Chelsea
Donlan, Anna Catherine	West Lynn

¹ Was a member of the school less than one-third of the year

Donovan, Catherine Teresa	Lynn
Donovan, Regina Carolyn	North Andover
Douglass, Margaret Frances	Wakefield
Driscoll, Margaret Gertrude ¹	Peabody
Dunley, Estella Ellen	Revere
Eastland, Helen Cameron	Marblehead
Emerson, Ruth May	Boothbay Harbor, Me.
Evans, Alice Spofford	West Newbury
Fay, Anna Stasia	Salem
Fendian, Beatrice ¹	Melrose
Finn, Marie Gertrude	Revere
Finnin, Marion Julia	Medford
Fitzgerald, Catherine Veronica	Beverly
Flanagan, Marion Dillon	Lynn
Flynn, Laura Monica	Somerville
Foley, Jessie Johnston	Newburyport
Frisbee, Barbara Reed	Rockport
Frye, Mary Edna	Beverly
Getchell, Elizabeth Da Costa	Salem
Giles, Irene Virginia	Lynn
Guarnaccia, Elizabeth	Wakefield
Hedlund, Maria Cecilia	West Somerville
Hicks, Doris Estelle	West Somerville
Higgins, Eunice Snow	Somerville
Hilton, Mary Chadwick	Somerville
Honnors, Helen Amina ¹	West Somerville
Horgan, Elizabeth Agnes ¹	Revere
Hunting, Alice Adrienne	Petersham
Hupper, Helen Marguerite	Lynn
James, Elizabeth	Ipswich
Johnson, Frances Marion	West Somerville
Johnson, Mildred Louise	Malden
Joyce, Ruth Frances	Ipswich
Kelley, Mildred Frances	Salem
Kelley, Ruth Maria	Salem
Kenerson, Viola Gray	Cliftdale
Keyes, Dorothy Elizabeth	Rowley
Killam, Hazel	East Lynn
Knowlton, Almina Caroline	New London, N. H.
Knowlton, Dorothy Louise	Melrose

¹ Was a member of the school less than one-third of the year

Lee, Margaret Grey	Beverly Farms
Littlefield, Ruth Lee	Saugus
Lomasney, Anna Marie	Salem
MacDonald, Ethel Olive	West Peabody
Maple, Clara Josephine	Danvers
McGlone, Elizabeth Winifred	Peabody
McGrath, Catharine Frances	Cambridge
McLaughlin, Jeanette Veronica ¹	West Somerville
McLean, Mary Elizabeth ¹	Beverly
McQuaid, Mary Calista	Malden
Menkes, Frances Isabelle	Cambridge
Miles, Rena Maude	Salem
Miller, Hazel Evelyn	Essex
Milliken, Beatrice Mary	Danvers
Muffin, Rachel Elizabeth	Byfield
Murphy, Katherine Helena	Lynn
Murphy, Rose Catharine	Salem
Neenan, Esther Mary	Lynn
Nolan, Olivine Katherine	Salem
O'Brien, Mary Gertrude Theresa	Ipswich
O'Keefe, Katherine Dorothea	Peabody
O'Maley, Mary Winifred	South Boston
Oman, Jennie Maria	Pigeon Cove
O'Neil, Martha Veronica	Danvers
Peabody, Ruth Choate	Rowley
Pearson, Margaret	Melrose
Peterson, Mildred Pearl	Cliffondale
Pyne, Mildred Adelaide ¹	Revere
Rhodes, Eleanor Mae	Lynn
Richardson, Alice Kimball	Middleton
Ricker, Muriel Gladys	East Lynn
Robbins, Mary Bartlett	Lynn
Roche, Katherine Anna ¹	Somerville
Russell, Alma Evelyn	Arlington
Russell, Evelyn	Everett
Ryder, Dorothy Moore	Somerville
Seymour, Charlotte Moulton	East Lynn
Shaw, Muriel Hope	Everett
Shay, Dorothea Annette	Somerville
Shea, Margaret Mary	Charlestown

¹ Was a member of the school less than one-third of the year

Sherin, Freda Charlotte	Swampscott
Siegel, Sadie Rose	Dorchester
Sinclair, Florence Veronica ¹	Gloucester
Sinclair, Ivy Ruth	Peabody
Slater, Gertrude	Winthrop
Spollett, Bernice May	Haverhill
Stack, Alice Cecilia	Andover
Stack, Eunice Gertrude	Andover
Steutermann, Alice Christina	Danvers
Sweeney, Mary Ellen	Danvers
Taylor, Grace Eliza	Boston
Thurlow, Dorothy Stickney ¹	Newburyport
Thurston, Alice May ¹	Gloucester
Tierney, Mary Margaret	Danvers
Trefry, Ethel Evangeline	Wakefield
Tully, Mary Ellen	Salem
Walker, Helen Gladys ¹	Wakefield
Walsh, Margaret Elizabeth	Malden
Walsh, Sarah Agnes	Salem
Webster, Ruth Anita	Winthrop
Weeks, Flo Elmira	Wells, Me.
Welch, Cora Estelle	Newburyport
White, Madeline Elsie	Salem
Williams, Ruth Closson	East Lynn
Williams, Thelma Elizabeth	New Bedford
Wilson, Katherine Francis	Marblehead
Wolejka, Antoinette Dorothy	Roslindale
Woodbury, Doris Elliott	Danvers
Worthley, Eliza May	Malden

Commercial Department

Senior Class

Silva, Evelyn Carolyn	Gloucester
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Special Students, One-year Course

Lee, Francis Gregory, A.B. . . .	Brighton
Lee, Helen Evans Williams	Cambridge
McCarthy, William Joseph, A.B. . . .	Charlestown

¹ Was a member of the school less than one-third of the year

Special Students in Second Year of Two-year Course

White, Mildred	Fall River
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Special Students in First Year of Two-year Course

Donovan, William Augustine	Lawrence
Riley, Mary Veronica	Lawrence

Junior Class

[In accordance with the requirements stated on page 16, paragraph 4, the members of this class are this year employed in business offices under the general supervision of the school.]

Ahlgren, Mildred Beatrice Gunhild	Brockton
Canniffe, Veronica Margaret	Marblehead
Clifford, Marion Lorretto	Haverhill
Collins, Dorothy Evelyn	South Boston
Danner, Alice Josephine	Malden
Donnelly, Evelyn Sarah	Wakefield
Gnirke, Eva Marie	Melrose
Hansen, Hilda Louise	Gloucester
Higgins, Albert Francis	East Lynn
Hodgdon, Cordelia Bates	Somerville
Howard, Ralph Willard	Fitchburg
MacDonnell, Gladys Frances	Everett
McCarthy, John Joseph	Peabody
Moore, Margery	Charlestown
Mullin, Agnes Marie	Haverhill
Pitman, Ruth Frances	Foxborough
Putnam, Marion Gertrude	Haverhill
Roughsedge, Margaret Gertrude	Medford
Stevens, Bertha Evelyn	Haverhill
Stromblad, Anna Gertrude	Boston
Twomey, Maurice Augustine	West Lynn

Sophomore Class

Bardsley, Grace Leah	Fall River
Callaghan, Frederick Thomas	North Billerica
Callanan, Grace Hanson	Salem
Colclough, Ruth Foster	Malden
Conant, Ruth Dearing	Salem

Connerny, Arthur Joseph	Charlestown
Coombs, Ruby Isabella	Salem
Damon, Helen Nichols	Salem
Dolan, Margaret Elizabeth	Foxborough
Donahue, Walter Henry	Stow
Ehler, Daisy Ernestine	Gloucester
Hurley, Mary Katherine	Dorchester
Hynes, Mary Catherine	Lynn
Johnson, Helen Conant	Lynn
Mayes, Caroline Eliza	Ipswich
McCarthy, Richard Aidan	Ayer
McGinley, Grace Elizabeth	Hamilton
Randall, Barbara	Wakefield
Reed, Dorothy May	Lawrence
Scanlon, Viola Marie	Lawrence
Stone, Marjorie Virginia	Ipswich
Vint, Doris Elaine	Wakefield
Ward, Anna Mildred	North Chelmsford

Freshman Class

Anderson, Signe Helen	Barre
Baxter, Elma Gay ¹	Hyannis
Boswell, Arthur Francis	Beverly
Crosby, Elizabeth Esther	Wakefield
Devaney, Mary Irene	Lenox
Fox, Mary Helen ¹	Needham
Gilman, Ruth Mary	Wakefield
Haskell, David Lufkin, Jr. . . .	Essex
Horan, Elizabeth Cecelia	South Hamilton
Kennett, Dorothy Elizabeth	West Newbury
Leahy, Ellen King ¹	Lynn
Lyon, Clare Evelyn	Lynn
McCarthy, Josephine Mary	Somerville
McNamara, Alice Pauline	Clinton
Mehlman, Artemisia	Gloucester
Milbery, Marada Blanche	Wareham
Nolan, John Thomas ¹	Lynn
O'Brien, Mary Margaret	Belmont
Ochs, Edna Margaret ¹	Dorchester

¹ Was a member of the school less than one-third of the year

O'Donnell, Helen Bernadine	.	.	.	Fitchburg
Ott, Katherine Lucy	.	.	.	Shrewsbury
Ronan, Francis Joseph	.	.	.	Salem
Sculley, Mary Elizabeth	.	.	.	South Hamilton
Sullivan, Marion Ignatia	.	.	.	Lawrence
Toner, James John	.	.	.	Charlestown
Tutein, Dora Gertrude	.	.	.	Billerica

Summary

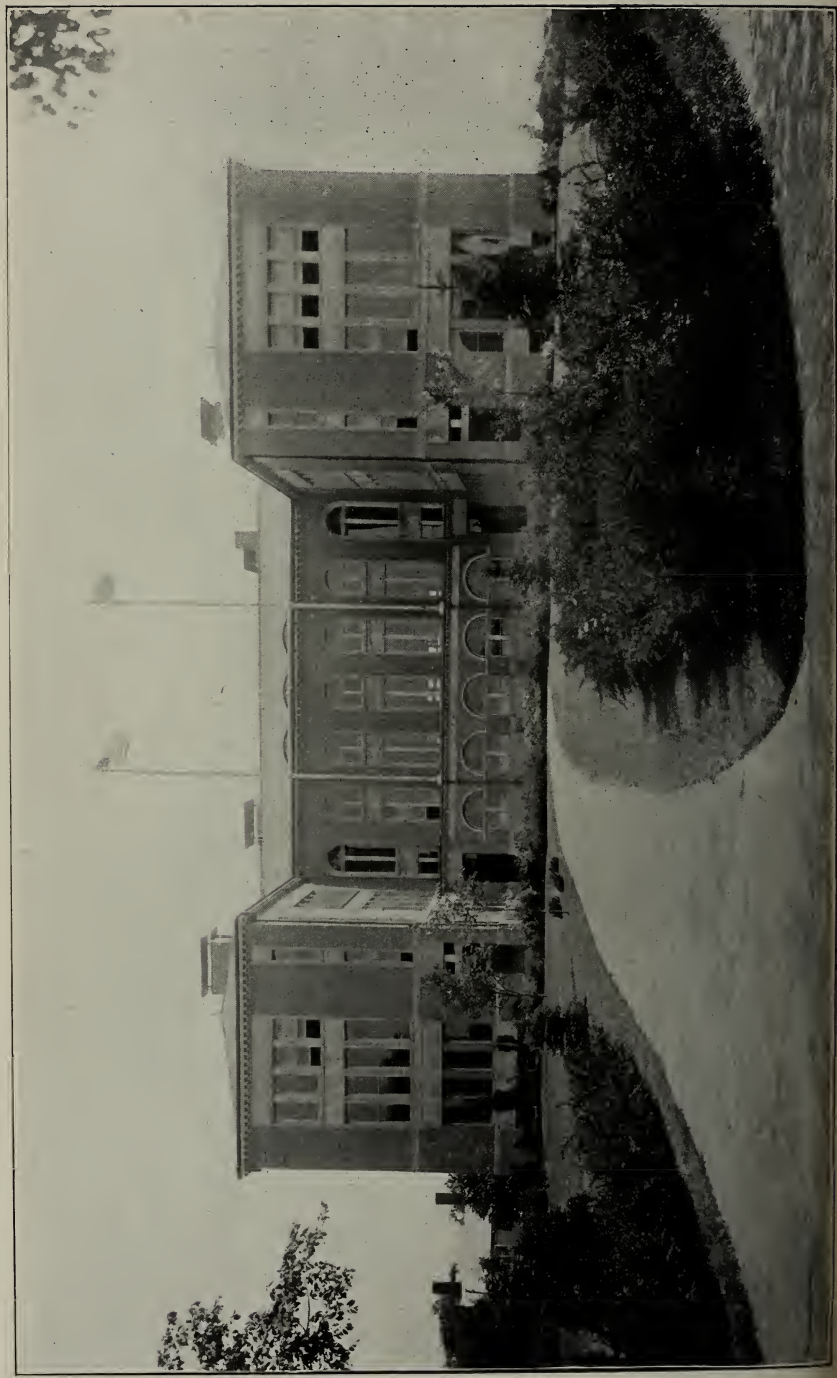
Students of the elementary and intermediate departments	.	265
Students of the commercial department	.	71
Special students, commercial department	.	6
		<hr/>
		342
Whole number of students from opening of school	.	7,201
Whole number of graduates	.	4,005
Number of certificates for special course of one or two years	.	158

STATE NORMAL SCHOOL
ALEM MASSACHUSETTS



SIXTY-FIFTH YEAR

1918-1919



STATE NORMAL SCHOOL SALEM

STATE NORMAL SCHOOL SALEM MASSACHUSETTS



SIXTY-FIFTH YEAR

1918-1919

PUBLICATION OF THIS DOCUMENT
APPROVED BY THE
SUPERVISOR OF ADMINISTRATION.

MEMBERS AND STAFF OF THE STATE BOARD OF EDUCATION

1919

Term expires
May 1

Members of the Board

1919.	FREDERICK P. FISH	BROOKLINE
1920.	SARAH LOUISE ARNOLD	BROOKLINE
1919.	ELLA LYMAN CABOT	BOSTON
1921.	A. LINCOLN FILENE	BOSTON
1919.	FREDERICK W. HAMILTON	CAMBRIDGE
1920.	PAUL H. HANUS	CAMBRIDGE
1921.	WALTER V. McDUFFEE	SPRINGFIELD
1921.	GEORGE H. WRENN	SPRINGFIELD
1920.	MICHAEL J. DOWNEY	BOSTON

PAYSON SMITH Commissioner

Elementary and High Schools

FRANK W. WRIGHT Deputy commissioner

AGENTS

BURR F. JONES Elementary schools
CLARENCE D. KINGSLEY High schools

Vocational Schools

ROBERT O. SMALL Deputy commissioner

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WILLIAM D. PARKINSON . . . Teacher-training division
RUFUS W. STIMSON . . . Agricultural schools
FRANKLIN E. HEALD . . . Teacher-training for agricultural schools
LOUISA I. PRYOR Day and evening schools for girls and
women
M. NORCROSS STRATTON . . . Training courses for industrial teachers
CAROLINE A. NOURSE . . . Assistant, evening practical arts schools
ANNA K. KLOSS Teacher-training for day and evening house-
hold arts schools
ANNA P. HANRAHAN . . . Assistant, teacher-training for day and
evening household arts schools
CARL E. HERRICK . . . Administration agent

University Extension

JAMES A. MOYER Director

AGENTS

JOSEPH W. L. HALE¹ . . . Correspondence instruction
 ROBERT H. SPAHR . . . Extension classes
 CHARLES W. HOBBS . . . Editor and supervisor of instruction
 HERBERT A. DALLAS . . . Classes in industrial subjects

CHARLES F. TOWNE . . . Immigrant education

JAMES F. HOPKINS . . . Director, art education
 ROBERT I. BRAMHALL . . . Registration of teachers
 EDWARD C. BALDWIN . . . Business agent
 GEORGE H. VARNEY . . . Chief clerk

¹ On leave of absence with Chester, Pennsylvania, Ship Building Company.

INSTRUCTORS

The Normal School

JOSEPH ASBURY PITMAN	PRINCIPAL
Education	
AGNES CAROLINE BLAKE	Dean of Women
	Librarian; Library practice
JESSIE PUTNAM LEAROYD	English
CHARLES FREDERICK WHITNEY	Practical arts and fine arts
MARY ALICE WARREN	Physical training, physiology and hygiene
GERTRUDE BROWN GOLDSMITH, M.A.	Nature study, gardening, psychology
HELEN HOOD ROGERS	Children's literature, reading
FRED WILLIS ARCHIBALD	Music
HARRIET EMMA PEET	Literature, arithmetic
SUMNER WEBSTER CUSHING, A.M. ¹	Geography
CHARLES ELMER DONER	Penmanship
ETHEL AUGUSTA ROLLINSON	Shorthand, typewriting
LYMAN RICHARDS ALLEN, S.B.	Education, history
WALTER GEORGE WHITMAN, A.M.	General science
VERNA BELLE FLANDERS	Assistant, geography
BERTHA MAE SPERRY	Assistant, arithmetic and reading
LENA GRAYSON FITZHUGH, A.B.	Assistant, English and history
ELIZABETH BURNHAM	Assistant, practical arts and physical training
ELIZABETH FULLER JACKSON, A.M., Ph.D.	History and social science
LILLIAN E. EATON	Typewriting, stenotypy, correspondence
ALEXANDER HUGH SPROUL, B.S., M.S.	Bookkeeping, commercial law, pedagogy, merchandizing
LOUISE CAROLINE WELLMAN	Secretary

The Training School

BERTRAND HOLMES WALLACE, A.B.	Director
HAROLD SUMNER STOCKWELL	Practical arts
GERTRUDE BREITZKE	Household arts
GERTRUDE ELLA RICHARDSON	Supervisor, Grade 8
FANNY LOUISE MORRISON	Supervisor, Grades 7 and 6
EDNA SMITH EVANS	Assistant, Grades 7 and 6
MARY LILLIAN PERHAM	Supervisor, Grades 5 and 4
MARION ISABEL KNOWLTON	Assistant, Grades 3 and 4
MARY ELIZABETH JAMES	Supervisor, Grades 3 and 2
FLORA LEONE MOORE, B.S.	Supervisor, Grade 1 and kindergarten
ELEANOR AGNES PARKER	Assistant, Grade 1
ETHEL VERA KNIGHT	Kindergartner: assistant in primary grades
ELEANOR ELIZABETH WALKER	Special class

The Glover School, Marblehead

FANNIE VIOLA MERRY	Principal
Supervisor, Grades 5-8	
EDITHA MAY GRANT	Supervisor, Grades 1-4

¹ On leave of absence with Military Intelligence Bureau, Washington, D. C. Substitute, Cassius S. Lyman.

Officers of the Salem Normal Association, 1916-1919

MISS GERTRUDE BROWN GOLDSMITH, Manchester (Class LXXXVI.)	<i>President</i>
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MISS HARRIET L. MARTIN, Salem (Class XXIII.)	<i>Secretary</i>
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Mr. ARTHUR JOSEPH SULLIVAN, Salem (Class XCVII.)	<i>Treasurer</i>
MISS SUSAN MIRIAM GLOVER, Salem (Class XX.)	} <i>Directors</i>
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Mrs. ESTHER KELLEY MAYO, Lynn (Class LXXXVIII.)	
MISS GRACE ELIZA HOOD, Salem (Class XCII.)	
MISS VERNA BELLE FLANDERS, Lynn (Class XCV.)	

Officers of the Senior Class

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HAZEL D. VARINA	<i>Vice-President</i>
AGNES M. MULLIN	<i>Secretary</i>
MILDRED B. G. AHLGREN	<i>Treasurer</i>

Members of the School Council

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ELIZABETH BURNHAM	
LENA G. FITZHUGH	
DORIS ANDREWS	
ALMINA C. KNOWLTON	} <i>Senior Class</i>
BARBARA R. FRISBIE	
CATHERINE T. DONOVAN	} <i>Middle Class</i>
MARY I. DEVANEY	
ELIZABETH JAMES	
ELIZABETH G. POOLE	} <i>Junior Class</i>
MARJORIE J. VRADENBURGH	
EVELYN M. LOSSONE	

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SUMNER W. CUSHING	
C. HAROLD STRILEY	<i>Student</i>
JOSEPH M. GILMORE	<i>Graduate</i>

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— — —	<i>President</i>
— — —	<i>Vice-President</i>
JAMES J. TONER	<i>Secretary</i>
GEORGE R. TILFORD	<i>Treasurer</i>

[illegible]

Officers of the Commercial Club

MARY I. DEVANEY	<i>President</i>
JOSEPHINE M. MCCARTHY	<i>Vice-President</i>
ALICE P. McNAMARA	<i>Secretary</i>
KATHERINE L. OTT	<i>Treasurer</i>
GEORGE R. TILFORD	<i>Faculty Advisor</i>

Officers of the Art Club

[illegible]

Officers of the Bird Club

FREDA C. SHERIN	<i>President</i>
DOROTHEA A. SHAY	<i>Vice-President</i>
MARGARET K. BATCHELDER	<i>Secretary</i>
SADIE R. SIEGEL	<i>Treasurer</i>
GERTRUDE B. GOLDSMITH	<i>Director</i>

Officers of the Dramatic Club

RUTH E. JACKMAN	<i>President</i>
MARY A. SALMON	<i>Secretary</i>
ANNE E. MAGENNIS	<i>Treasurer</i>
HARRIET E. PEET	<i>Faculty Advisor</i>

CALENDAR FOR 1919-1920

Spring Recess

From close of school on Friday, March 28, 1919, to Monday, April 7, 1919,
at 9.30 A.M.

Graduation Week, 1919

Thursday morning, June 26, at 10.30 o'clock, graduation
Saturday, June 28, triennial meeting of the Alumni Association

Beginning of School Year

Wednesday, September 10, 1919, at 9.30 A.M.

Thanksgiving Recess

From close of school on Wednesday preceding Thanksgiving Day, to the follow-
ing Monday, at 9.30 A.M.

Christmas Recess

From close of school on Tuesday, December 23, 1919, to Friday, January 2,
1920, at 9.30 A.M.

Beginning of Second Half Year

Monday, February 2, 1920

Spring Recess

From close of school on Friday, February 27, 1920, to Monday, March 8,
1920, at 9.30 A.M.

From close of school on Friday, April 30, 1920, to Monday, May 10, 1920, at
9.30 A.M.

Graduation

Tuesday, June 22, 1920, at 10.30 A.M.

Entrance Examinations**1919**

Tuesday and Wednesday, June 17 and 18
Monday and Tuesday, September 8 and 9

1920

Thursday and Friday, June 17 and 18
Tuesday and Wednesday, September 7 and 8

(For hours and order, see pages 16 and 17)

NOTE. — The daily sessions of the school are from 9.30 to 12 and from 1 to 3.10 o'clock. The time from 8.30 to 9.30 and from 2.30 to 3.30 o'clock is to be used for study by all students who are in the building. From 2.30 to 3.30 o'clock, all students are subject to appointments for conferences with members of the faculty at the discretion of the latter. Lectures before the entire school will frequently be held at this time. The regular weekly holiday of both the normal and the training schools is on Saturday.

The telephone call of the normal school is Salem, 375; of the training school, Salem, 344. The principal's residence is at 411 Lafayette Street, and his telephone call is Salem, 943.

STATE NORMAL SCHOOL

SALEM MASSACHUSETTS

AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore no student may be admitted to, or retained in, the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time permits and the claims of professional training demand. The subjects of the elementary curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of physiology and hygiene, and of psychology from a professional standpoint; the principles of education upon which all good teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

APPLICATION FOR ADMISSION

It is advisable that application be made soon after January 1, and that certificates be presented early in June. As far as possible, examinations should be taken in June.

Candidates who have been admitted to the school, and who find that it will be impossible for them to enter, are expected to inform the office of their withdrawal immediately.

No place will be held for a student who is not present at the opening of the session on Wednesday, September 10, unless he has the previous permission of the principal to be absent on that day.

REQUIREMENTS FOR ADMISSION

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under A, B and C, amounting to fifteen units, ten of which units, however, must be in subjects under A and B and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a second-

ary school, constituting approximately one-quarter of a full year's work.¹

A. *Prescribed Subjects*. — Three units.

- (1) English literature and composition 3 units

B. *Elective Subjects*. — At least seven units from the following subjects: —

- | | |
|---------------------------------------------------|-------------------------|
| (2) Algebra | 1 unit |
| (3) Geometry | 1 unit |
| (4) History ² | 1, 2 or 3 units |
| (5) Latin | 2, 3 or 4 units |
| (6) French | 2 or 3 units |
| (7) Spanish | 2 units |
| (8) German | 2 or 3 units |
| (9) Physics | 1 unit |
| (10) Chemistry | 1 unit |
| (11) Biology, botany or zoölogy | $\frac{1}{2}$ or 1 unit |
| (12) Physical geography | $\frac{1}{2}$ or 1 unit |
| (13) Physiology and hygiene | $\frac{1}{2}$ or 1 unit |
| (14) General science | $\frac{1}{2}$ or 1 unit |
| (15) Drawing | $\frac{1}{2}$ or 1 unit |
| (16) Household arts | 1, 2 or 3 units |
| (17) Manual training | 1 unit |
| (18) Stenography, including typewriting | 1 or 2 units |
| (19) Bookkeeping | 1 unit |
| (20) Commercial geography | $\frac{1}{2}$ or 1 unit |
| (21) Arithmetic | $\frac{1}{2}$ or 1 unit |
| (22) Community civics | $\frac{1}{2}$ or 1 unit |
| (23) Current events | 1 unit |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (431 West 117th Street, New York City) will be found suggestive by high schools.

C. *Additional Subjects*. — At least five units from any of the foregoing subjects, or from other subjects approved by the

¹ The Board of Education has ruled that not less than four recitation periods per week throughout the school year shall constitute one unit.

² History includes: ancient; mediæval and modern; English; American history and civics; history to 1700; European history since 1700.

high school towards the diploma of graduation of the applicant, representing work in addition to that for which credit is gained by examination or certification.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under A and B. Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under C, and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for fifteen units by examination in the subjects listed under A and B.

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under A and B in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards the total of ten units under A and B. In addition to the units granted by certification candidates must present credentials for subjects under C.

V. *Admission of Special Students.* — (a) When in any normal school, or in any course therein, the number of student

entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students, and as special students, as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

REQUIREMENTS FOR ADMISSION TO THE COMMERCIAL DEPARTMENT

The requirements for admission to the prescribed course of four years are the same as for students who apply for admission to the elementary and intermediate departments.

Graduates of colleges, and graduates of normal schools who have had at least two years of satisfactory experience in teaching, may be admitted to special elective courses of one year.

Graduates of normal schools who have had no experience in teaching, graduates of private commercial schools who present either diplomas from approved high schools or the equivalent, and who have had at least one year's experience in teaching or in business, and other persons presenting evidence of proper fitness and at least two years of satisfactory experience in teaching or in business, may be admitted to special elective courses of two years.

It is a requirement for graduation from the commercial department that students shall have had the equivalent of one year's practical experience in office work or salesmanship not less than one year prior to the end of their school course, which, if obtained subsequent to the beginning of their normal school work, shall have been obtained under the general supervision of the commercial department.

Graduates from the full course will receive diplomas. Appropriate certificates will be awarded to special students who complete approved courses of study. Students who present full equivalents of prescribed courses may be admitted to advanced standing; in most cases the study must have included some professional work.

SCHEDULE OF ENTRANCE EXAMINATIONS

TUESDAY, JUNE 17, 1919

MORNING		AFTERNOON	
8.30- 8.45.	Registration	1.30-2.30.	Drawing, stenography
8.45-10.30.	English	2.30-4.00.	Latin, arithmetic
10.30-11.30.	Geometry	4.00-5.00.	General science, current
11.30-12.30.	Household arts, manual training		events, community civics

WEDNESDAY, JUNE 18, 1919

MORNING

AFTERNOON

8.15- 8.30.	Registration
8.30-10.00.	French, German, Spanish
10.00-11.30.	History
11.30-12.30.	Physical geography, commercial geogra- phy

1.30-2.30.	Algebra
2.30-3.30.	Chemistry, physics
3.30-4.30.	Physiology, bookkeep- ing
4.30-5.30.	Biology, botany, zoöl- ogy

MONDAY, SEPTEMBER 8, 1919

MORNING

AFTERNOON

8.30- 8.45.	Registration
8.45-10.30.	English
10.30-11.30.	Geometry
11.30-12.30.	Household arts, man- ual training

1.30-2.30.	Drawing, stenography
2.30-4.00.	Latin, arithmetic
4.00-5.00.	General science, current events, community civics

TUESDAY, SEPTEMBER 9, 1919

MORNING

AFTERNOON

8.15- 8.30.	Registration
8.30-10.00.	French, German, Spanish
10.00-11.30.	History
11.30-12.30.	Physical geography, commercial geogra- phy

1.30-2.30.	Algebra
2.30-3.30.	Chemistry, physics
3.30-4.30.	Physiology, bookkeep- ing
4.30-5.30.	Biology, botany, zoöl- ogy

CONDITIONS OF GRADUATION

The satisfactory accomplishment of the academic work of the course does not constitute a complete title to the diploma of the school. The power of the student to teach — judged from his personality and his efficiency in practice teaching — is so important that one who is manifestly unable to do so will not be graduated, whatever his academic standing may be.

THE OBSERVATION AND TRAINING DEPARTMENT

The Elementary Department.—In co-operation with the school committee of the city of Salem, the normal school maintains a training school, beginning with a kindergarten and fitting pupils for the high school. The training school is conducted in a new building especially designed for its purpose. Besides thirty classrooms it contains an assembly hall, a library, and rooms for printing, bookbinding, the practical arts, and the household arts.

In planning the instruction in this school the aim is to connect it as closely as possible with the work in the normal school, to the end that the methods of teaching here may exemplify the theory which the normal school students are taught. A considerable part of the instruction in the training school is either supervised or actually given by normal school teachers, and the work in the normal school in particular subjects, as well as in the theory of education, is based largely on directed observation in the training department.

The work of the supervising teachers in the training department includes responsibility for the progress and discipline of pupils and the continuity and efficiency of the lesson preparation and classroom instruction of the student teachers, subject to the general direction and advice of the director of the school.

Opportunity is provided for students who intend to teach in the first grade to observe in the kindergarten, in order that they may become familiar with the theory and methods of the kindergarten and its relation to the rest of the elementary school system. A part of the students have the opportunity to teach in our model ungraded school in Marblehead. Arrangements have been made, also, for the seniors to gain additional experience in teaching in the schools of a considerable number of cities, including Beverly, Brockton, Newton, and Salem.

This work is carried on under the joint supervision of the local school officers and the normal school.



TRAINING SCHOOL BUILDING.

The Intermediate Department. — Those students who are preparing to teach in the junior high school are required to have at least twenty weeks of practice. In the second year of the course each is assigned to one of the elementary grades in the training school for a period of ten weeks. The practice in the senior year, for an equal period, includes teaching in the seventh and eighth grades in the training school, and in the junior high schools of Lynn, Chelsea, and Somerville. In these schools the practice is carried on under the personal supervision of the director of the training department, and the teachers and supervisory officers of the several schools.

The Commercial Department. — The necessary opportunity for observation and practice teaching for students in this department is afforded in approved high schools with which arrangements for supervision have been made. This list has included the Newton Technical High School, the Lynn English High School, and the high schools at Brockton, Canton, and Hamilton.

Students are required to spend the third year of the course in office work or salesmanship, for pay, under actual business conditions, in positions which have been approved by the school, and their work in these positions must be of such a character, both in quality and in variety, that it may be accepted for credit toward the diploma of the department. In accordance with the rule of the Board of Education, this year of practical experience must be completed not less than one year prior to the end of the school course.

CURRICULA FOR ELEMENTARY, INTERMEDIATE, AND COMMERCIAL DEPARTMENTS

A. Elementary Department

Designed for students preparing to teach in the first six grades of elementary schools
A period is forty minutes in length

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
English Language 1	36	2	—	2 to 3 hours
English Language 8	12	3	—	2 to 3 hours
English Language 9	36	2	—	2 hours
Literature 1	24	3	—	3 to 4 hours
Arithmetic 1	36	3	—	2 to 3 hours
Geography 1	36	4	Occasional field trips	4 hours
History and Social Science 1 .	36	2	—	2 hours
Music 1	36	1	—	1 hour
Music 4	36	1	—	None
Education 1	36	2	—	2 hours
Library Study	15	1	1	1 hour
Practical Arts 1 }	36	2	—	1 hour
Fine Arts 1 }				
Physical Education 1	36	2	—	1 hour
<i>Second Year</i>				
English Language 2	26	2	—	2 hours
Literature 2	26	2	—	2 to 3 hours
History and Social Science 2 .	26	2	—	2 hours
Physical Education 4	26	2	—	2 hours
Music 2	26	1	—	1 hour
Music 4	26	1	—	None
Education 2	26	1	—	2 hours
English Language 10	26	2	—	1 hour
Nature Study	26	4	—	4 to 5 hours
Physical Science 1	26	2	—	2 hours
Practical Arts 2 }	26	3	—	2 hours
Fine Arts 2 }				
Physical Education 2	26	2	—	1 hour
Education 6	10	—	Entire time	15 hours

In April of each year an opportunity is given to members of the first-year class to elect the intermediate course, and to members of the second-year class in that course to elect the group of subjects to be pursued by each in the third year; in every case the election is subject to the approval of the principal. After this date no change in course may be made except for imperative reasons which could not have been foreseen. No course will be given unless there is a sufficient demand to warrant its maintenance.

B. Intermediate Department

Designed for students preparing to teach in grades 7 and 8 and in junior high schools

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
Identical with first year of A				
<i>Second Year</i>				
English Language 3	26	2	-	2 to 3 hours
Literature 3	26	2	-	2 to 3 hours
Arithmetic 2	26	2	-	1 to 2 hours
Geography 2	26	2	Occasional field trips	2 hours
History and Social Science 3 .	26	2	-	2 hours
Music 3	26	1	-	1 hour
Music 4	26	1	-	None
Biological Science	26	4	-	4 to 5 hours
Physical Science 2	26	2	-	2 hours
English Language 11	26	2	-	1 hour
Practical Arts 3 }	26	3	-	2 hours
Fine Arts 3 }				
Physical Education 3	26	2	-	1 hour
Education 7	10	-	Entire time	15 hours

B. Intermediate Department — Concluded

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>Third Year (Elect One Group)</i>				
Group I.:				
English Language 4	26	2	-	3 hours
Literature 6 }	26	5	-	5 to 8 hours
Literature 7 }				
Music 4	26	1	-	None
Education 3	26	3	-	3 hours
Education 9	26	1	-	1 hour
Physical Education 5	26	2	-	2 hours
History and Social Science 4 .	26	5	-	5 hours
Practical Arts 4 }	26	5	-	2 hours
Fine Arts 4 }				
Education 7	10	Entire time	-	15 hours
Group II.:				
English Language 4	26	2	-	3 hours
Literature 7	26	2	-	2 to 3 hours
Music 4	26	1	-	None
Education 3	26	3	-	3 hours
Education 9	26	1	-	1 hour
Physical Education 5	26	2	-	2 hours
Geography 3	26	5	-	5 hours
Biological Science	26	4	-	4 to 5 hours
Physical Science 3	26	5	-	5 hours
Education 7	10	Entire time	-	15 hours
Group III.:				
English Language 4	26	2	-	3 hours
Literature 7	26	2	-	2 to 3 hours
Music 4	26	1	-	None
Education 3	26	3	-	3 hours
Education 9	26	1	-	1 hour
Physical Education 5	26	2	-	2 hours
Geography 3	26	5	-	5 hours
Arithmetic 4	26	3	-	2 to 3 hours
Bookkeeping 5 }	26	5	-	5 hours
Penmanship }				
Typewriting 5	26	5	-	2 hours
Education 7	10	Entire time	-	15 hours

C. Commercial Department

Designed for students preparing to teach in high schools of commerce or commercial departments in high schools

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
English Language 5	36	2	1	2 hours
Shorthand 1	36	4	—	5 hours
Typewriting 1	36	4	—	None
History and Social Science 5 .	36	3	—	3 hours
Geography 4	36	2	—	2 hours
General Science	36	2	—	2 hours
Bookkeeping 1	36	2	—	3 hours
Bookkeeping 1a	36	1	—	1½ hours
English Language 12	36	1	—	1 hour
Physical Education 6	36	1	—	1½ hours
Music 4	36	1	—	None
<i>Second Year</i>				
English Language 6	36	2	Frequent conference	2 to 3 hours
English Language 7	36	1	—	1½ hours
Shorthand 2	36	3	—	4 hours
Typewriting 2	36	3	—	1 hour
History and Social Science 6 .	36	2	—	2 hours
Arithmetic 3	36	2	—	3 hours
Geography 5	36	2	—	2 hours
Bookkeeping 2	36	3	—	4½ hours
Education 4	36	3	—	3 to 4 hours
English Language 13	36	1	—	1 hour
Salesmanship	36	2	—	2 hours
Music 4	36	1	—	None
<i>Third Year</i>				
Business practice under the general supervision of the school (see page 16)				

C. Commercial Department — Concluded

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>Fourth Year</i>				
Literature 4	26	2	—	2 to 3 hours
Literature 5	26	2	—	2 hours
Shorthand 3	26	3	—	4 hours
Typewriting 3	26	3	—	2 hours
History and Social Science 9 .	26	2	—	2½ hours
History and Social Science 7 .	13	3	—	4 hours
History and Social Science 8 .	13	3	— ¹	4 hours
Geography 6	26	2	—	2 hours
English Language 14 . . .	26	1	—	1 hour
Bookkeeping 3	26	4	—	4½ hours
Education 5	26	2	—	2 hours
Music 4	26	1	—	None
Education 8	10	Entire time	—	—

¹ An afternoon every third week for studying a local industry first hand

Elective for One-year Special Course

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
Shorthand 4	36	5	—	8 hours
Shorthand 5	36	1	—	1½ hours
Typewriting 4	36	5	—	2 to 3 hours ¹
Bookkeeping 4	36	2	—	2 hours
Bookkeeping 4a	36	2	—	2 hours

¹ Second half year

Courses for elementary school teachers are marked A; for intermediate school teachers, B; for commercial teachers, C.

ENGLISH LANGUAGE

English Language 1. (A, B) Language lessons and composition in the first six grades. Discussion, reading, written work, criticism, conference. Miss LEAROYD and Miss FITZHUGH.

First year. Two recitations and two to three hours of preparation weekly.

Forms of composition, paragraph, sentence, and correct use of words studied intensively to guide students in preparing work for teaching. Emphasis on accurate and systematic habits of study and presentation. A portion of year devoted to studying and preparing type lessons.

English Language 2. (A) Teaching of English in the first six grades. Discussion, reading, written work, conference. Miss LEAROYD.

Second year. Two recitations and two hours of preparation weekly.

Definite lesson plans for each grade, illustrating different lines of work: practice in adapting stories and other material for use in schools: study of good language books and books on the teaching of English.

Considerable training in criticising the plans of other students and in discussing them with the writer and with the teacher.

English Language 3. (B) Composition. Discussion, reading, themes, criticism, conference. Miss LEAROYD.

Second year. Two recitations and two to three hours of preparation weekly.

Discussion of subject-matter and methods of training in use at present: selection and organization of material to accomplish definite aims in language and composition; a systematic and typical course of lessons worked out for one of the upper grades.

English Language 4. (B) Teaching of English in grades 7 and 8 and in junior high school. Miss LEAROYD.

Third year. Two recitations and three hours of preparation weekly.

Aim: to give advanced instruction in English, and training in oral and written composition.

An effort will be made to correlate this training with that of other departments, especially in literature, history, education, hygiene, and geography.

English Language 5. (C) Rhetoric and composition. Themes, criticism, dictation, correction of papers, conference. Miss LEAROYD.

First year. Two recitations, one laboratory period, and two hours of preparation weekly.

Study of the paragraph; the sentence (including grammar; words; the study of models; oral and written composition; spelling and definition; punctuation and capitalization. Aims: clear thinking and effective speech and writing.

English Language 6. (C) Exposition, description, narration. Miss LEAROYD.

Second year. Two recitations and two to three hours of preparation weekly, and frequent conferences.

Collecting and organizing material and presenting it in oral or written form. Reading specimens of prose composition; guidance in reading for recreation. Many short and frequent long themes; training in securing and holding the attention of the class by reading aloud, giving abstracts of stories and of other reading, criticism, discussion. Aims: clear, full, and interesting presentation.

English Language 7. (C) Business English and correspondence. Miss BROOKS.

Second year. One recitation and one and one-half hours of preparation weekly.

Aim: to give the student a thorough training in business letter-writing. The work of the second half year includes also telegrams, cablegrams, postal service, and printers' marks.

English Language 8. (A, B) Methods of teaching reading in the first three grades. Miss ROGERS.

First year. Twelve weeks, three recitations, two to three hours of preparation, conference, or observation weekly.

A course dealing with the "learning to read" stage, and phonetics.

English Language 9. (A, B) Oral reading. Miss ROGERS and Miss SPERRY.

First year. Two recitations and two hours of preparation weekly.

Aims: to give students training in oral reading and story telling, and to lead them to study, observe, and discuss methods of teaching reading in grades 4, 5, and 6.

English Language 10. (A) Practice and methods course in penmanship for teachers of the first six grades. Mr. DONER.

Second year. Two recitations and one hour of preparation weekly.

Aim: to train students to write well on paper and on the blackboard, in order that they may possess the skill required to teach penmanship in the first six grades. Demonstration lessons before classes are required which give the student confidence and ability to teach. Class discussion of the best methods for securing the maximum of results in the minimum of time.

English Language 11. (B) Practice and methods course in penmanship for teachers in grades 7 and 8 and junior high school. Mr. DONER.

Second year. Two recitations and one hour of preparation weekly.

Aims and methods as in English Language 10.

English Language 12. (C) Beginner's course in penmanship. Mr. DONER.

First year. One recitation and one hour of preparation weekly.

Aim: to develop letter-form and freedom of movement.

English Language 13. (C) Advanced course in penmanship to perfect form and control of movement. Mr. DONER.

Second year. One recitation and one hour of preparation weekly.

Training to write well on paper and on the blackboard.

English Language 14. (C) Methods course in penmanship for teachers in commercial departments of high schools and for supervisors of penmanship in the grades. Mr. DONER.

Fourth year. One recitation and one hour of preparation weekly.

Blackboard writing; pupils required to give demonstration lessons before class; class discussion of the best methods for securing results.

LITERATURE

Literature 1. (A, B) Children's literature. Miss ROGERS.

First year. Twenty-four weeks, three recitations and three to four hours of preparation or observation weekly.

Aims: to lead to an acquaintance with and appreciation of subject-matter; to give an opportunity to study its use in the first six grades of the elementary school; and to give practice in selecting and organizing material for use in these grades.

Literature 2. (A) Appreciation of literature. Miss PEET.

Second year. Two recitations and two to three hours of preparation weekly.

This course aims to broaden the student's appreciation of literature and to give him help in selecting books for his general reading. Both standard and current writers are studied. The topics covered are: the enjoyment of poetry; how to tell a good novel; the selection of biographies and other books of inspiration. Each student chooses his own subject and writes during the year three long themes suggested by the main topics of the course.

Literature 3. (B) Teaching of literature in grades 7 and 8 and junior high school. Miss PEET.

Second year. Two recitations, and two to three hours of preparation weekly.

This course, which takes up methods of classroom work, embraces studies in poetry, in popular stories and standard books, together with the means of arousing in children an appreciation for literature and of cultivating in them the habit of reading good books.

Literature 4. (C) General literature. Miss PEET.

Fourth year. Two recitations and two to three hours of preparation weekly. Occasional papers.

Aim: to arouse a keener appreciation and enjoyment of good literature. The various literary types are studied with their best representative authors, and some attention is given to historical development. Works of authors of admitted superiority are used to establish a standard of comparison, and these are followed by a study of contemporary writers.

Literature 5. (C) Commercial literature. Mr. CUSHING.

Fourth year. Two recitations and two hours of preparation weekly.

A study is made of the best of the current literature that deals with commercial and industrial conditions and activities. It is believed that some of the literature of this field is worthy of developing an appreciation for literature in general; at the same time it acquaints the student with the problems, ideals and significance of the wide field of commerce, in order that he may become a more intelligent high school teacher of commercial subjects.

Literature 6. (B) Advanced course in teaching literature. Miss PEET.

Third year. Three recitations and from three to four hours of preparation weekly.

This course is for students who wish to specialize in teaching literature in the junior high school. It aims to give students a background for the work, and is, therefore, largely academic. The subjects covered are: the technique of the drama, present tendencies of the theatre, Shakspeare for the junior high school; the great epics; ballads and other forms of lyrical poetry; some popular prose writings; the course of study.

Literature 7. (B) Studies in literary movements. Miss PEET.

Third year. Two recitations and two to three hours of preparation weekly.

The aim of this course is not only to make the student familiar with some of the great masterpieces of literature, but to deepen his appreciation of significant changes in literary and social ideals. The subjects covered are: the short story, from Hawthorne to O. Henry; the development of the English novel, from the eighteenth century to the present day; the new poetry in its relation to standard forms; current essays.

ARITHMETIC**Arithmetic 1. (A, B) Methods of teaching primary arithmetic. Miss PEET and Miss SPERRY.**

First year. Three recitations and two to three hours of preparation weekly.



THE LIBRARY.

This course takes up methods of teaching arithmetic to children in the first six grades of the elementary school. Such topics as the following are studied: aim of work; development of the idea of number; logical and psychological arrangement of subject-matter; outlining topics; preparation of lessons; means of securing skill in computing; studies in application.

Arithmetic 2. (B) Methods of teaching arithmetic in grades 7 and 8 and junior high school. Miss PEET.

Second year. Two recitations and one to two hours of preparation weekly.

In this course is given a thorough review of the teaching of the essential processes in arithmetic, together with a study of common business and industrial applications of the subject.

Arithmetic 4. (B) Teaching arithmetic in grades 7 and 8 and the junior high school; advanced course. Miss PEET.

Third year. Three recitations and two to three hours of preparation weekly.

This course is intended for students who wish to specialize in the teaching of arithmetic. It covers the same ground as that of Arithmetic 2, but goes into the work more intensively. It lays special emphasis on phases of arithmetic related to industries, the study of civics, and to geography.

Arithmetic 3. (C) Commercial arithmetic, advanced course. Miss BROOKS.

Second year. Two recitations and three hours of preparation weekly.

The course is designed to give a review of elementary principles in arithmetic, the application of these principles to commercial work, and methods of handling the subject in high schools.

LIBRARY STUDY

Library study. (A, B) A course in the technical knowledge and use of libraries. Mrs. BLAKE.

One-half of first year. One recitation, one laboratory or conference period and one hour of preparation weekly.

Aims: to bring students into close touch with the school library, show its resources and train to their efficient use; to encourage observation and practice in the home public library; to develop and foster the right attitude towards books and libraries. Topics: decimal classification; arrangement on the library shelf; card catalogue; magazine index; book index and table of contents; reference books; investigation of a subject in a library; government publications; book selection and buying; the general principles of classification and cataloging; relations between the public library and the public school.

GEOGRAPHY

Geography 1. (A, B) Academic and methods course. Mr. CUSHING and Miss FLANDERS.

First year. Four recitations, with regular field and laboratory work, and four hours of preparation weekly.

First half year. General course in geography, consisting of a study of soils, relief, weather, and climate in relation to people, in the vicinity of Salem and in distant lands. Aim: to develop a fund of geographic knowledge that will serve as a background for teaching geography in the first six grades.

Second half year. Methods course to prepare teachers for the first six grades. A study is made of the content of home geography, the plan of a course of study, methods of developing the subject-matter of geography in the successive grades and the use of textbooks, collateral reading and illustrative material.

Geography 2. (B) Continental geography. Mr. CUSHING and Miss FLANDERS.

Second year. Two recitations and two hours of preparation weekly, with occasional field trips.

Aim: to prepare teachers for grades 7 and 8 and junior high school. The continents are studied to build up a knowledge of their life relations, and to illustrate various methods of approach and treatment. The adaptation of methods and materials to grades occupies about one-fourth of the course. Acquaintance is made with all of the modern textbooks, readers and manuals, and with other supplementary material.

Geography 3. (B) Junior high school geography. Mr. CUSHING.

Third year. Five recitations, five hours of preparation, and occasional teaching lessons in the training school. Prerequisites, Geography 1 and Geography 2.

Aim: to fit students to become teachers of geography in the upper grades or the junior high school. Two courses are outlined and sample portions of their content are worked out in detail. One course adapted to the seventh grade or seventh and eighth grades deals especially with the geography of the United States and Europe. The other course which forms a basis of work is commercial and industrial geography adapted to the eighth or ninth grade. Much "opportunistic" geography is used and the problem method is emphasized. A large part of the work is academic.

Geography 4. (C) General geography. Mr. CUSHING and Miss FLANDERS.

First year. Two recitations and two hours of preparation weekly.

Aim: to construct a broad basis for understanding commercial geography. A study is made of land and water forms and climate in relation to the activities of people in the immediate environment and various portions of the surface of the earth.

Geography 5. (C) Commercial geography. Mr. CUSHING and Miss FLANDERS.

Second year. Two recitations and two hours of preparation weekly; occasionally an afternoon for the study of actual commercial units, such as harbors, railroads and industrial plants. Prerequisite, Geography 4.

An intensive study is made of the representative conditions and commodities of commerce of Salem and Boston and vicinity, with special emphasis upon their relation to geographic factors. With this as a basis, world commerce is studied with the help of numerous textbooks, general reference books, museum specimens, pictures, etc. The needs of high school pupils are considered, and courses are outlined and methods discussed to meet them.

Geography 6. (C) Commercial and industrial geography. Mr. CUSHING.

Fourth year. Two recitations and two hours of preparation weekly, with an afternoon every third week for studying a local industry at first hand.

Aim: to prepare students to become teachers of commercial and industrial geography in high schools of New England. A course for high schools is built up and discussed, based upon the four fields of commerce and industry: primary production, transportation, manufacturing or secondary production, and consumption. All modern textbooks on the subject are used for reference, and various illustrative materials are introduced. The industrial countries are particularly studied, with especial emphasis upon the United States. Many industries are studied by means of motion pictures.

HISTORY AND SOCIAL SCIENCE

History and Social Science 1. (A, B) Problems in government and methods in teaching history and social science. Miss FITZHUGH.

First year. Two recitations and two hours of preparation weekly.

First half year. Aim: to bring the student into close contact with the great masterpieces of historical writing, and to acquaint the future teacher with the material available for making the past real. Reading in the standard histories and biographies and in suitable "sources," with discussion of ways of using this material in the first six grades; also local history with field trips to places of historical interest.

Second half year. Aim: to create the foundation of knowledge on which good citizenship rests and to show how to teach the subject in the first six grades, objectively and practically. Observational trips by classes to various public buildings, especially the council chamber in the city hall, the polling booths and registration rooms, and the court room, are made the basis for textbook lessons.

History and Social Science 2. (A) American history and methods in teaching history and social science. Mr. ALLEN.

Second year. Two recitations and two hours of preparation weekly.

Aim: to prepare teachers for the first six grades of the elementary schools. The aims, materials and methods of presentation are examined. Practical work in the preparation and criticism of lesson plans; reports and discussions of contemporaneous magazine and newspaper articles; presentation of simple dramatized scenes from American and European history; observational trips to places of historical interest in Salem.

History and Social Science 3. (B) American history and methods in teaching history and social science in grades 7 and 8 and junior high school. Miss JACKSON.

Second year. Two recitations and two hours of preparation weekly.

A study of early American history with related units of general history, emphasizing the immediate European background of American history and the development of a successful democracy in the new world. Extended collateral reading is given to develop the student in historical methods, and the pedagogy of history for the intermediate school is begun.

History and Social Science 4. (B) American history and methods in teaching history and social science in grades 7 and 8 and junior high school. Miss JACKSON.

Third year. Five recitations and five hours of preparation weekly.

To give the student a surer grasp of present-day social, economic, and political problems, a more intensive study is made of recent American history and government. The growing importance and influence of American democratic ideals and institutions in European countries is emphasized. A study of current events and of community civics supplements this work. Methods of teaching history and social science in the junior high school are continued.

History and Social Science 5. (C) Economic and industrial history of Europe. Miss JACKSON.

First year. Three recitations and three hours of preparation weekly.

By a survey of the history of Europe from the eve of the Middle Ages to the present time an attempt is made to give a basis for the understanding of present social, political and economic conditions of modern states, also to trace the development of government by the people and its application to the Great War.

History and Social Science 6. (C) Economic and industrial history of the United States. Miss JACKSON.

Second year. Two recitations and two hours of preparation weekly.

A study is made of the social, political and economic history of the United States during the nineteenth and twentieth centuries, together with a detailed account of the development of a democracy in the New World. The aim is to bring the student to a realization of the growing importance and influence of American democracy throughout the world.

History and Social Science 7. (C) History of modern commerce. MISS JACKSON.

First half of fourth year. Three recitations and four hours of preparation weekly.

Aim: to promote a proper understanding of the value of commerce to national and individual life. The course includes a study of present-day tendencies in commerce and allied fields. The laboratory method is used where possible.

History and Social Science 8. (C) Economics. Contemporary economic problems. MISS JACKSON.

Second half of fourth year. Three recitations and four hours of preparation weekly.

A study of economics, based on present-day problems, carried on through type studies, current literature, and personal investigation.

History and Social Science 9. (C) Commercial law. MR. TILFORD.

Fourth year. Two recitations and two and one-half hours of preparation weekly.

An inductive study of the application of the principles of justice to ordinary commercial relationships, aiming to develop a judicial habit of mind in the consideration of business affairs, and to acquaint the pupil with some of the more common requirements of business laws.

MERCHANDIZING

Merchandizing. (C) Mr. TILFORD.

Second year. Two recitations and two hours of preparation weekly.

First half-year, salesmanship. The object of the course is to develop the fundamental principles of selling, and to show the application of these principles to business and personal efficiency.

Second half-year, retail store management. This course analyzes the problems met with in the retail store.

Both courses are supplemented by lectures by active salesmen and sales managers.

MUSIC

Music 1. (A, B) Elementary music. MR. ARCHIBALD.

First year. One recitation and one hour of preparation weekly.

Voice training, music reading, ear training, and writing of symbols used to represent the time and tune of music. The subject-matter of this course is practically the work of the first six grades of the elementary school.

Music 2. (A) Mr. ARCHIBALD.

Second year. One recitation and one hour of preparation weekly.

Aim: to familiarize the students with the music work of the first six grades, and to acquaint them with the best ways of presenting the problems. The child voice, song interpretation, and part singing are some of the topics discussed. Outlines of the grade work are given and teaching plans of the principal subjects are made. Melody writing as a means of illustrating the various problems is required.

Music 3. (B) Mr. ARCHIBALD.

Second year. One recitation and one hour of preparation weekly.

In addition to the work of Music 2 is required the study of the problems developed in three and four part singing, and in the boy's changing voice and its development.

Music 4. (A, B, C) Music appreciation and general singing. Mr. ARCHIBALD.

Required of all members of the school. One recitation weekly throughout the course.

Programs of folk songs and dances, art songs and composers are prepared and presented by students. The Victrola and pianola are used in this work. During the year several concerts and lectures are given by people well known in the musical world. Singing of standard choruses.

EDUCATION

Education 1. (A, B) Applied psychology and pedagogy. Mr. ALLEN.

First year. Two recitations and two hours of preparation weekly.

This course is directed at the central project of the normal school student, — that of teaching. The successive problems involved (as suggested by students or teacher) are considered in free class discussion, guided by carefully planned questions, and based on individual or group thinking, reading, and discussion. It is in harmony with child development and social psychology and its applications to teaching and control of schools. It includes the study of types of lessons and directed observation and report on lessons in the training school.

Education 2. (A) Pedagogy. Mr. PITMAN.

Second year. One recitation and two hours of preparation weekly.

General and specific aims of education; discussion of current educational problems; school administration, including classroom management; school laws of Massachusetts.

Education 3. (B) Pedagogy. Mr. ALLEN.

Third year. Three recitations and three hours of preparation weekly.

A course intended to summarize and extend the details of educational theory and practice from the preceding courses and from the practice teaching. It includes the psychology of adolescence and of individual differences; the psychology of the school subjects of the upper grammar grades and the junior high school; and the technique of scales and standards by means of tests and measurements made in the training department.

Education 9. (B) Pedagogy. Mr. PITMAN.

Third year. One recitation and one hour of preparation weekly.

Contemporaneous problems in elementary education; special investigations and reports; school administration.

Education 4. (C) Elementary psychology. Miss GOLDSMITH.

Second year. Three recitations and three to four hours of preparation weekly.

The course aims to give an understanding of the fundamental laws which govern mental activity, and, by attention to the processes by means of which knowledge is obtained and formulated, to lay a foundation for the course in pedagogy.

Education 5. (C) Pedagogy and its application in commercial teaching. Mr. TILFORD.

Fourth year. Two recitations and two hours of preparation weekly.

A course preparing for the teaching of commercial subjects; general methods and methods of teaching the special subjects, covering briefly the history, function and scope of commercial training in the high school.

Education 6. (A) Practice teaching.

Second year. Ten weeks, thirty periods weekly.

Education 7. (B) Practice teaching.

Second and third year. Ten weeks, thirty periods weekly.

Education 8. (C) Practice teaching.

Fourth year. Ten weeks, thirty periods weekly.

PRACTICAL ARTS AND FINE ARTS

Practical Arts 1. (A, B) A course dealing with simple projects in industrial arts. Mr. WHITNEY and Miss BURNHAM.

One-half of first year. Two recitations and one hour of preparation weekly.

Aims: to train teachers for the first six grades of elementary schools along practical and industrial lines; to give the ability to make, read and apply simple structural drawings and patterns; to use simple hand tools; and to apply this knowledge to other studies in the curriculum. There is frequent observation of the work in the training school, visits to shops, gardens, etc.

Fine Arts 1. (A, B) A course in drawing, color, design and art appreciation. Mr. WHITNEY and Miss BURNHAM.

One-half of first year. Two recitations and one hour of preparation weekly.

The course is designed to create and foster a knowledge and appreciation of art. There is frequent observation of teaching and methods in the training school. The illustrative work is closely related to other studies in the curriculum. A general review of work experienced or observed in the public schools is included.

Practical Arts 2. (A) A course dealing with elementary projects in bookbinding, pottery, weaving, etc. Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

As in the previous course the aims are: the ability to make, read and apply structural drawings and patterns to the actual construction of simple projects; the ability to teach such work in the first six grades in the elementary schools; to appreciate purpose and fitness and good structural design; and to apply these to all industrial work.

Fine Arts 2. (A) A course in drawing, color, design, art appreciation and methods of teaching. Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

Aims: to prepare teachers for the first six grades of elementary schools and to cultivate taste and art appreciation. Courses of study are planned and methods of teaching are studied and applied in the actual work in the training school. Blackboard sketching is applied in other studies in the curriculum.

Practical Arts 3. (B) Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

A continuation of Practical Arts 2, consisting of more advanced projects adapted to the junior high school; observation and practice in sewing, modeling and gardening for the women; and in printing, woodworking and gardening for the men.

Fine Arts 3. (B) Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.



This course includes harmonics of color to be applied to school projects, the interior of the schoolroom or home; plans and color schemes for flower gardens, etc.; decorative and applied design; pictorial drawing involving principles of foreshortening and convergence; picture study; nature drawing; and black-board sketching.

Practical Arts 4. (B) Intended to familiarize the pupil with the courses of study, methods and demands made upon teachers in grades 7 and 8 and the junior high school. Mr. WHITNEY.

One-half of third year. Five recitations or shop periods and two hours of preparation weekly.

Observation and practice in mechanical drawing, projection, and development; bookbinding, weaving, modeling, printing, and elementary woodworking. The school and home gardens are planned, drawings made to scale, and the color schemes applied.

Fine Arts 4. (B) Methods and practice for students preparing to teach in grades 7 and 8 and the junior high school. Mr. WHITNEY.

One-half of third year. Five recitations and two hours of preparation weekly.

Aims: to offer a general survey of the history of architecture, sculpture and painting; to familiarize the pupils with the work required in the higher grades along the lines of drawing, applied design, nature work, etc. The course comprises the preparation and dyeing of papers, reeds and fabrics for the work in practical arts; the making and application of good designs in form and decoration; the drawing of trees, plants and details studied in the nature course; and the drawing of simple objects and groups in outline, mass and color. The major part of the course is devoted to definite school projects, methods and practice teaching.

Practical Arts 5. (A) Gardening 1. Miss GOLDSMITH.

Second year. Constitutes the work in nature study for the spring months.

Aim: to give practical experience in garden work and acquaint the student with methods and devices for carrying on school and home gardens.

Practical Arts 7. (B) Gardening 2. Miss GOLDSMITH.

Second year. Constitutes the work in nature study for the spring months.

Fulfills practically the same conditions as Practical Arts 5 (A), except that special attention is given to kinds of work required in grammar grades or the junior high school.

Practical Arts 6. (B) Industrial projects. Mr. STOCKWELL.

A garden, comprising half an acre, is worked on the community basis, and is planted entirely to vegetables, which are sold to families living in the vicinity of the school and to local dealers. This garden is planted, cared for, and the products harvested and marketed, by the boys of the seventh and eighth grades. Normal school students observe and assist in this work.

There is also opportunity for a limited number of students to receive instruction in both woodworking and printing. These courses are elective and are given out of regular hours.

Practical Arts 8. (B) Cooking and sewing. Miss BREITZKE.

The cooking course is designed to give a general knowledge of the principles of cooking, food values, preparation of foods, and serving of simple meals.

The purpose of the sewing course is to teach the student practical application of hand and machine sewing in making simple garments.

These courses are elective and are given out of regular hours.

PHYSICAL EDUCATION

Physical Education 1. (A, B) Physical training. Miss WARREN and Miss BURNHAM.

First year. Two periods weekly.

This course is designed to improve the physical condition of the student. It includes plays and games and methods of teaching them, with emphasis on the learning of the games and playing them. Folk dancing and corrective exercises are important features of the work.

Physical Education 2. (A) Physical training. Miss WARREN.
Second year. Two periods weekly.

This course aims to prepare the student to teach such exercises as may be used in the first six grades of the elementary schools, as story plays, folk dancing and both outdoor and indoor games.

Physical Education 3. (B) Physical training. Miss WARREN.
Second year. Two periods weekly.

Teaching lessons in folk dancing and games suitable for upper grades are prepared by the students. Some time is devoted to formal gymnastic work. Opportunities to supervise groups of children in the playground and in the gymnasium and to do some corrective work are utilized.

Physical Education 4. (A) General hygiene. Miss WARREN.
Second year. Two recitations and two hours of preparation weekly.

Discussion of methods frequently takes the place of the recitation. The teaching of hygiene in a normal school has a twofold purpose, — to help the



student to realize how he may maintain in his own body the highest possible working efficiency, and to train him to present the subject to children in such a manner as to bring about a marked improvement in their standard of health.

Physical Education 5. (B) Hygiene and sanitation. Mr. WHITMAN.

Third year. Two recitations and two hours of preparation weekly.

Aim: to train students to present those phases of hygiene and sanitation which can best be understood by pupils in the upper grammar grades. Emphasis is placed upon public health problems, as milk and water supply, housing, sewage disposal and infectious diseases. Attention is also given to the intelligent treatment of emergency cases.

Physical Education 6. (C) Personal hygiene. Miss WARREN.

First year. One recitation and one and one-half hours of preparation weekly.

The purpose of the course is to aid the student to form right habits of living, and to furnish accurate knowledge of social hygiene, including personal, family, city, state and industrial hygiene.

SCIENCE

Nature Study. (A) Miss GOLDSMITH.

Second year. Four recitations and four to five hours of preparation weekly.

Occasional papers. Laboratory work given in place of regular preparation or recitation at the discretion of the instructor. The course is intended to give first-hand, working knowledge of the plants and animals of the locality and fit the students to teach nature study in the first six grades. Birds, insects, common mammals, trees, flowers, fruits, seeds, and germination are among the subjects taken. Soils, tillage and fertilizers are studied as an introduction to garden work. Project work is done in as far as it seems practical under present conditions.

(See Practical Arts 5 (A)).

Biological Science 1. (B) Miss GOLDSMITH.

Second year. Four recitations and four to five hours of preparation weekly.

A course intended to prepare students to teach in the seventh and eighth grades or the junior high school. Field work is done as long as the season permits, and laboratory work during the winter. Project work is carried on throughout the year. Students are made familiar with the plant and animal life common to the community, particular attention being given to the economic aspects. Occasional papers.

(See Practical Arts 7 (B)).

Biological Science 2. (B) Miss GOLDSMITH.

Third year. Four recitations and four to five hours of preparation weekly.

The course is a continuation of Biological Science 1, and consists of recitations, laboratory and field work, discussions and presentations by the students, with occasional papers. Special emphasis is laid on research work and field trips, and the correlation with other branches of study such as civics, geography, English, and physical science. The consideration of such larger topics as forestry, the natural resources of a community, etc., form an important part of the work. Gardening occupies practically all of the spring term.

Physical Science 1. (A) Mr. WHITMAN.

Second year. Two recitations and two hours of preparation weekly.

The course is intended to afford a broad outlook over the field of general science, and an insight into the ways in which science is useful to man. Students report to the class the results of their own individual study. The project method is employed. The library offers a good supply of science books and periodicals. Laboratories and apparatus are available for students to pursue their projects experimentally. Students are encouraged to demonstrate before the class with apparatus. Reports on excursions to study practical applications of science in the arts and industries are made by individual students.

It is recommended that students put the major part of their time upon those science projects which are of special interest to them, or which they have exceptional opportunities to study. The natural interest of different individuals will, when brought together, give a course which covers the home, the school, public utilities, industries, and the world of nature. The course is determined largely by the students' interests and environment.

Physical Science 2. (B) Mr. WHITMAN.

Second year. Two recitations and two hours of preparation weekly.

The general plan of this course is like that of Physical Science 1, but the projects chosen for work are in the main those which would interest and be of value to pupils in the seventh and eighth grades. The projects are treated, however, from the adult viewpoint. Both demonstration work and the preparation of charts useful in teaching are required of each student.

Physical Science 3. (B) Mr. WHITMAN.

Third year. Five recitations and five hours of preparation weekly.

This course is chiefly of a professional nature. The students prepare lessons suitable for the seventh and eighth grades, and have some practice teaching in the training school and in other schools with which the normal school is affiliated. Students are expected to prepare a personal equipment consisting of charts, a collection of pictures, and other teaching devices. The chief aim of the course is to find for general science the same useful place in the grades that has already been established for nature study.

General Science. (C) Mr. WHITMAN.

First year. Two recitations and two hours of preparation weekly.

A study of general science in its relations to the arts and industries, particularly those within the immediate environment of the students. Frequent excursions, investigations and reports. The course is closely related to that in industrial geography.

SHORTHAND**Shorthand 1. (C) Pitman (American Phonography). Introductory course. Miss ROLLINSON.**

First year. Four recitations and five hours of preparation weekly.

Principles of the system are mastered, keeping in view the professional side. Dictation is a prominent feature of the work from the beginning of the course, so a fair amount of speed in new matter is acquired.

Shorthand 2. (C) Pitman (American Phonography). Advanced course. Miss ROLLINSON.

Second year. Two recitations and three and one-half hours of preparation weekly.

Principles are reviewed thoroughly, speed work is continued, and classics, which are printed in shorthand, are read and studied.

Shorthand 3. (C) Pitman (American Phonography). Methods course. Miss ROLLINSON.

Fourth year. Three recitations and four hours of preparation weekly.

Aim: to present the best methods of teaching shorthand. This includes a study of pedagogical books on the subject of shorthand, observation teaching, plan work and training. Comparison of texts and systems also enters into this course.

Shorthand 4. (C) Pitman (American Phonography). Miss ROLLINSON. For special students who are admitted to a one-year course. Five recitations and eight hours of preparation weekly.

A brief yet comprehensive course in shorthand, including a thorough training in the principles of the system, a moderate amount of dictation, and methods to be employed in the presentation of principles and in the handling of speed work.

Shorthand 5. (C) Gregg. Miss ROLLINSON. Elective for students who have completed a course in Gregg shorthand prior to entrance to the normal school, and for students who have satisfactorily completed the prescribed Pitmanic course.

One recitation and one and one-half hours of preparation weekly. The course consists of a review of principles with the professional idea in mind, speed dictation and method work.

STENOGRAPHY

Stenotypy. (C) Miss BROOKS. Elective for first and fourth years. Two recitations and two hours of preparation weekly.

A course covering the entire theory work of stenotypy may be taken in one year. Upon the completion of this course, a student will receive a teacher's diploma in the subject, issued by the instruction department of the Stenotype Company and endorsed by this school.

OFFICE TRAINING

Stenographic office training. (C) Miss ROLLINSON. Second year. Two recitations with two hours of preparation weekly.

The shorthand and typewriting are merged into an office training course, consisting of stenographic work, typewriting, filing, cataloguing, multigraphing, stenciling, operating modern office appliances, office routine, etc.

TYPEWRITING

Typewriting 1. (C) Foundation course for beginners. Miss BROOKS.

First year. Four laboratory periods weekly.

Aim: to make of each student an accurate touch operator by giving a thorough knowledge of the keyboard and of the use of the various parts of the machine, and by teaching him to write rhythmically. During the last quarter accuracy tests are given.

Typewriting 2. (C) Advanced course. Miss ROLLINSON.

Second year. Two laboratory periods and one hour of preparation weekly.

Letter arrangement, tabulation, legal work, specifications, etc. Special attention is given to speed work and transcription from shorthand notes.

Typewriting 3. (C) Methods course. Miss BROOKS.

Fourth year. Three periods, recitation and laboratory, and two hours of preparation weekly.

This course discusses the work of Typewriting 1 and Typewriting 2 from the professional viewpoint. General methods are considered; textbooks are examined and criticized; courses of study, adapted to different groups of students, are planned.



TYPEWRITING ROOM.

Typewriting 4. (C) Miss BROOKS.

For special students who are admitted to a one-year course. Five periods, laboratory and recitation, and two to three hours of preparation during the second half-year.

This course covers the work of Typewriting 1, 2 and 3, and is so planned as to make it possible for either a beginner or an advanced student to complete the required amount of work in one year.

Typewriting 5. (B) Miss BROOKS.

For junior high school teachers. Five laboratory periods and two hours of preparation weekly.

The aim of this course is to give the student sufficient practice in the use of the machine to acquaint him with the work usually done by junior high school classes in typewriting. It deals also with methods to be used with younger pupils.

BOOKKEEPING**Bookkeeping 1. (C) Introductory course. Miss ROLLINSON.**

First year. Two recitations and three hours of preparation weekly (taken in conjunction with Bookkeeping 1a).

Aim: to teach elementary principles and bookkeeping routine.

Bookkeeping 1a. (C) Principles of accounts. Mr. TILFORD.

First year. One recitation and one and one-half hours of preparation weekly (taken in conjunction with Bookkeeping 1).

The course develops the principles of debit and credit, various expedients for recording transactions, theory and purpose of the account, and instructs the pupil in the formulation of the usual business statements.

Bookkeeping 2. (C) Advanced course. Mr. TILFORD.

Second year. Three recitations and four and one-half hours of preparation weekly.

Special attention is given to principles underlying the construction of accounts and their classifications, and the preparation and interpretation of business statements to show condition and progress of the business. The application of accounts to varied lines of work undertaken, elements of cost accounting and variations due to form of organization are studied.

Bookkeeping 3. (C) Elementary accounting. Mr. TILFORD.

Fourth year. Four recitations and four and one-half hours of preparation weekly.

Comprehensive study of balance sheets and statements of various kinds; detailed consideration of assets and liabilities, depreciation, reserves, surplus,

capital and revenue expenditures, statements of affairs, deficiency account, realization and liquidation statements; also, study of accounts of nontrading concerns, as societies, clubs, etc. The course closes with instruction in methods of teaching bookkeeping in high schools.

Bookkeeping 4. (C) Elementary bookkeeping and methods of teaching. — — —

For special students who are admitted to a one-year course. Two recitations and two hours of preparation weekly (taken in conjunction with Bookkeeping 4a).

A course combining instruction in bookkeeping principles and practice with instruction in methods of presentation in high schools.

Bookkeeping 4a. (C) Theory of accounts. Mr. TILFORD.

For special students who are admitted to a one-year course. Two recitations and two hours of preparation weekly (taken in conjunction with Bookkeeping 4).

Similar to Bookkeeping 1a, but the maturity of the pupil and additional time permit of more extended and comprehensive work.

Bookkeeping 5. (B) Mr. TILFORD.

Junior high school bookkeeping and penmanship. Five recitations and five hours of preparation weekly.

The aims of the course are to give the pupil an understanding of the purposes and importance of ordinary business records and commercial paper; to develop the principles of debit and credit; to explain the expedients for recording various business transactions; to show the purposes of the different ledger accounts; to instruct the pupil in the formulation of the usual statements; and to give instruction in the methods of teaching bookkeeping and business forms in the junior high school.

LECTURES AND CONCERTS

The regular courses of instruction are supplemented and enriched by lectures and concerts which are given frequently throughout each year. Following is the program for 1918-1919: —

Concert	Glee clubs of Framingham and Salem Normal Schools
Memorial Day address	Rev. Robert Atkinson
Commencement address: The doctrine of leading one's own life	Dr. LeBaron R. Briggs
Reading: War poems	Rev. Edward D. Johnson
Educational measurements	Mr. Arthur W. Kallom

The origin of design	Professor Walter Sargent
Reading: War poems	Mr. Clarence A. Brodeur
Abraham Lincoln	Mr. Lawrence V. Roth
The perils of a premature peace	Dr. Isaac J. Lansing
Experiences in German prisons	Lieut. Harold Willis
The future of democracy	Mr. Edward Howard Griggs
Americanization	Mr. Charles F. Towne

Picture Exhibitions and Lectures

For several years the school has been utilizing the reflectoscope, the stereopticon, and the motion-picture machine to attain educational ends. Nearly every subject taught in the school is served by these pictures. The fields of geography are particularly well covered. Talks on the pictures as they are shown are given usually by members of the faculty, but occasionally they are given by students or lecturers from outside the school.

THE MUSICAL CLUBS

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra of stringed instruments is also one of the musical activities of the school.

Tickets for the concerts of the Boston Symphony Orchestra are obtained for students upon application. -

THE COMMERCIAL CLUB

The Fen Club, organized by the members of the senior class of the commercial department three years ago, is now under process of reconstruction. The scope of its work is being broadened and its membership enlarged. The aim of the club is twofold: to consider any commercial or professional subject that may add to the general information of its members; and to form a connecting link between the school and the alumni.

THE DRAMATIC CLUB

The dramatic club provides occasional entertainments for the school and its friends. It is under the management of Group I. of the intermediate senior class, but is open to all

members of the senior and intermediate classes who are interested in dramatic work. The purposes of the club are to make itself familiar with good plays suitable for amateur production; to attend the better class of dramas given in Boston; and to promote a social spirit in the school.

THE ART CLUB

The art club is an organization comprised of pupils of the school who desire to pursue the study of art to a more advanced degree than the art courses permit. At the regular meetings work is done along industrial lines, which also includes more or less of the fine arts. There are walks for the study of various types of architecture; visits to the Museum of Fine Arts and studios in Boston; and papers by the members of the club. A course of eight lectures has been arranged for this season.

THE BIRD CLUB

This club is organized by the seniors, but is open to other members of the school who are particularly interested in bird study. Field trips and personal observations are the most important activities, but in addition, feeders for winter use, nesting boxes and shelters are made and lectures are given. Regular meetings are held once in two weeks.

THE MANAGEMENT OF THE SCHOOL

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders. They do not withhold advice, admonition and reproof, when needed; but their relations in these respects are usually with individuals instead of with classes, and are of the most helpful and generous nature. Those students who, after full and patient trial, are found unable to exercise self-control and unworthy of confidence, are presumed to be unfit or unlikely to become suc-

cessful teachers, and will be removed from the school. Others, also, who through no fault of their own, but in consequence of conspicuous inaptitude, or physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal, the dean of women, and two other members of the faculty, and members chosen by each of the several classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

Regulations

1. Regular and prompt attendance at all sessions of the school is expected of every student. Those who find it necessary to be absent for more than a single day should so inform the principal. For all avoidable absence — including that for teaching as substitutes — the permission of the principal or dean of women must be obtained in advance.

2. Students who are withdrawing from the school must inform the principal of their decision, and must return all the books and other property of the school which are charged to them. Those who fail to do so promptly must not expect any recommendation or indorsement from the school.

3. Any property of the school which is lost or seriously injured by students must be paid for by them.

4. Although the school has no dormitories, it recommends to students who are to live away from their homes several houses in Salem where board and room may be obtained at reasonable prices. These houses, in addition to being suitable in other respects as homes for students, meet the following conditions which are prescribed by the State Board of Education: They receive no boarders other than students and instructors of the normal school; the same house does not receive both men and women students; the number of students in each house is limited to a small family group.

All students who board away from their homes during their membership in the school are required to live in the houses recommended by the school. Exceptions to this rule are made only for those whose parents wish them to live with relatives or intimate personal friends; but in such cases the parents must first inform the principal of the school of the circumstances, in writing, and receive his approval. No final arrangement for board or room may be made without the previous consent of the principal. No change in boarding place may be made by any student without the previous consent of the principal.

Students living in groups in approved houses are expected to form habits which are to the advantage of their own work and that of their companions. The hours from seven to nine-thirty in the evening should be observed as a period of study. Except under unusual conditions, lights should be out by ten o'clock. If students find it necessary, for any reason, to be absent from the house for an evening they should inform their landladies of their plans. Boarding students may not be absent from the city over night without the consent of the principal or dean of women.

Those persons who receive our students into their homes must, of necessity, assume responsibility for their conduct in the same measure as would be required of teachers or matrons in charge of school dormitories. They are therefore expected to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered improper in a well-regulated dormitory.

Expenses, Aid, Loan Funds

Expenses. — Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of fifty dollars per year, of which sum one-half is due September 10 and the other half February 1. Textbooks and supplies are free, as in the public schools. Articles used in school work which students desire to

own will be furnished at cost. The expense of board for two students rooming together, within easy distance of the school, is from six dollars each per week upward.

School Restaurant. — A restaurant is maintained in the building, in which is served at noon each school day a good variety of wholesome and attractive food at very reasonable prices.

State Aid. — To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished during the first half year of attendance at the school.

Loan Funds. — Through the generosity of members of the faculty and graduates of the school several funds have been established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the Students' Benefit Fund are other funds, founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Professor Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; and to Dr. Walter P. Beckwith, principal from 1895 to 1905. The total amount of money now available is about four thousand dollars. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

The classes of 1915, 1917 and 1918 have each presented to the school a Liberty Bond of one hundred dollars.

Employment for Graduates

Although the first effect of the war has been to attract young people to other vocations more remunerative and less exacting than teaching, the resulting scarcity of adequately trained teachers and the renewed realization of the importance of this profession have brought about a rather remarkable increase in salaries and in opportunity to do work of a nature that appeals to men and women of ability and ambition. The fresh interest in many lines of educational work excited by the experiences of the war, together with a financial compensation which makes possible continued growth by study in higher institutions, combine to make the profession more interesting and attractive than it has ever been before. The necessity for wages that will command persons of originality, initiative, and progressive spirit has been recognized, not only by towns and cities, but by the Legislature, which last year passed a bill requiring the State certification of teachers, and fixing a minimum salary of five hundred fifty dollars which its committee on education has this year recommended be increased to six hundred fifty dollars, with aid from the State for those communities which are unable alone to meet the additional expense. The same committee has recommended the more general establishment of junior high schools, thus increasing the demand for teachers trained as specialists in both the subject-matter and the methods of this school. In all departments, but especially in the junior high school and the commercial department of the secondary school, there has been, during the last year, an unprecedented demand for trained instructors at higher salaries than have ever before been offered in Massachusetts. The principal is constantly called upon to recommend teachers for desirable positions. Correct information from the alumni regarding changes in their positions and salaries is of the greatest importance to them in securing, through the school, opportunities for professional advancement. The co-operation of school officials in keeping the principal informed as to the success of the graduates is greatly appreciated by him.

Scholarships for Graduates

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States.

Practically all New England colleges give suitable credit for courses taken in this school. Teachers College, also, is liberal in its attitude towards the graduates who go there for advanced professional study.

Notices to School Officials

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the buildings and equipment, or to attend the exercises in its classrooms or training schools at any time and without ceremony. The office is open throughout the summer vacation.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

GENERAL INFORMATION

Historical Sketch

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. A new training school building was occupied for the first time December 2, 1913. The site, buildings and equip-

ment represent a value of approximately seven hundred fifty thousand dollars, and it is believed that the Commonwealth here possesses an educational plant as complete and convenient as any of its kind in this country.

Decorations

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly, and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty, and other friends of the school. All these have been selected with great care and artistic judgment, so that the whole is harmonious.

The Teachers and Students

The school during its history has had five principals and one hundred five assistant teachers. The development of the practice schools began in 1897, and with them seventy persons have been connected as teachers. Twenty-one teachers are now required in the normal school and fifteen in the training schools.

Seventy-three hundred students have attended the school.

The Location and Attractions of Salem

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston and Maine Railroad system, connecting with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of

electric railways. Students coming daily to Salem on Boston and Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country, in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained without expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

REGISTER OF STUDENTS

1918-1919

Graduates, — Class CIV, — June 18, 1918

Elementary Department

Agnew, Gertrude Mary	. . . .	Lynn
Anderson, Hilda Amelia	. . . .	Cambridge
Anderson, Madeline Ingegerd	. . . .	Lynn
Beers, Marjorie Johnson	. . . .	Somerville
Binsky, Jennie Edith	. . . .	Chelsea
Boomhover, Eleanor Smith	. . . .	Middleton
Bower, Helen Dorothy	. . . .	Methuen
Bower, Merle Phyllis	. . . .	Methuen
Bresnahan, Agnes Theresa	. . . .	Lynn
Brown, Dorothy Hazel	. . . .	Gloucester
Brown, Edith May	. . . .	Gloucester
Brown, Helen Frances	. . . .	Methuen
Brown, Maude	. . . .	Malden
Browne, Patience Frances	. . . .	Medford
Bryant, Vilma	. . . .	Roslindale
Carr, Isabelle Rose	. . . .	Charlestown
Cavanaugh, Grace Catherine	. . . .	Lynn
Cherbuy, Mary Frances	. . . .	Lynn
Christian, Elsa Townshend	. . . .	Lynn
Cottle, Grace Hilda	. . . .	Salem
Cox, Lillian Burt	. . . .	Melrose Highlands
Craig, Florence Louise	. . . .	Lynn
Davey, Mary Gertrude	. . . .	Salem
Donovan, Ruth Elizabeth	. . . .	Salem
Dow, Marion Horton	. . . .	Newburyport
Dowling, Grace Catherine	. . . .	Beverly
Ellis, Mary Elizabeth	. . . .	Peabody
Erwin, Mary Mildred	. . . .	Gloucester
Fox, Mary Christina	. . . .	Somerville

Fuller, Grace Ethelyn	Middleton
Garvey, Frances Mary	Gloucester
Glass, Lucie Isabel	Lynn
Glidden, Grace Packard	Beverly
Gold, Anna Lillian	Salem
Goldman, Deborah	Malden
Griffin, Margaret Teresa	Salem
Howard, Grace Eleanor	Lynn
Humphrey, Ruth Abbie	Salem
Kelleher, Annie Marie	Malden
Lamb, Margaret Veronica	Somerville
Lawlor, Annie Cecilia	Danvers
Leary, Norah Helen	Newburyport
Libbey, Alice Adelaide	Somerville
Lovewell, Dorothy Sandt	Arlington
Mack, Marion Hannan	Salem
MacLean, Irene White	Revere
McCarthy, Mary Teresa	Charlestown
McDonald, Maude Agnes	Peabody
McKenna, Rose Boles	Salem
McLaughlin, Alice Claire	Winter Hill
McLaughlin, Mary Agnes	Everett
Mitchell, Grace Henderson	Lynn
Mitchell, Gladys Lillian	Lynn
Neale, Doris Evelyn	Cliftondale
Nelson, Emma Cecilia	Beverly
Newman, Florence Tillie	Haverhill
Norie, Frances Irene	Manchester
O'Donnell, Gertrude	Lynn
Ordway, Agnes Gertrude	Beverly
Pedrick, Beatrice Woodbury	Rowley
Perron, Angela Marie	Somerville
Perry, Sadie Emily	Revere
Porter, Laura Iles	Beverly
Rafferty, Evelyn Teresa	Lynn
Robinson, Alice Folsom	West Newbury
Ryan, Esther Elizabeth	Everett
Saunders, Gertrude Elizabeth	Gloucester
Scott, Catherine Elizabeth	Cambridge
Shea, Anna Theresa	Cambridge
Sjoberg, Bertha Theodora	Everett

Steutermann, Marjorie Gertrude	. . .	Danvers Highlands
Stromdahl, Ethel Florence	. . .	Lynn
Tassinari, Alice Augusta	. . .	Somerville
Twohig, Evelyn Margaret	. . .	Cambridge
Welch, Florence Marie	. . .	Salem
Williams, Margaret Marie	. . .	Salem

Intermediate Department

Barnes, Nellie Rebecca	. . .	Gloucester
Barstow, Hazel Emma	. . .	Wakefield
Buckley, Alice Mary Margaret	. . .	Danvers
Carroll, Esther Stanislaus	. . .	Manchester
Cook, Beatrice Latham	. . .	Danvers
Crawford, Esther Elizabeth	. . .	Malden
Cronin, James Anthony	. . .	Beverly
Gilmore, James Edward	. . .	Peabody
Hanley, Margaret Agnes	. . .	Amesbury
Mullane, Helen Josephine	. . .	Dorchester
Pillsbury, Rosa Lillian	. . .	Malden
Reid, Violet Prudence	. . .	Salem
Ritchie, Mary Elinor	. . .	West Somerville

Commercial Department

FOUR YEARS

Silva, Evelyn Carolyn	. . .	Gloucester
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Certificates for One Year's Work

COMMERCIAL DEPARTMENT

Lee, Helen Evans Williams	. . .	Cambridge
McCarthy, William Joseph, A.B.	. . .	Charlestown

Membership for the Year 1918-1919

Elementary Department

SENIOR CLASS

Adams, Elizabeth Cynthia	. . .	Newburyport
Agnew, Florence Anna	. . .	East Lynn
Anderson, Bertha Maria	. . .	Cambridge

Andrews, Doris	Gloucester
Ball, Avis Winifred	Salem
Barton, Irene Winnie	Salem
Batchelder, Margaret Kemble	Wenham
Beirne, Mary Josephine	Peabody
Binsky, Esther Lillian	Chelsea
Bradley, Anna Gertrude	Salem
Brenton, Gladys Marguerite	Arlington Heights
Burke, Eleanor Catherine	Pigeon Cove
Cannell, Madeleine	Everett
Cannon, Mary Josephine	Cambridge
Coffin, Mary Josephine	Newburyport
Cooper, Alice Gertrude	Beverly
Cox, Ethel Allen	Melrose Highlands
Cummings, Lucy Frances	Salem
Cunningham, Laura Cecile	Medford
Cunningham, Mary Margaret	Salem
Darling, Dorothy	Ipswich
Dunley, Estella Ellen	Revere
Emerson, Ruth May	Gloucester
Evans, Alice Spofford	West Newbury
Fay, Anna Stasia	Beverly
Finn, Marie Gertrude	Revere
Fitzgerald, Catherine Veronica	Beverly
Flynn, Laura Monica	Somerville
Foley, Jessie Johnston	Newburyport
Frisbie, Barbara Reed	Rockport
Frye, Mary Edna	Beverly
Gilbert, Hilma Chester	South Essex
Guarnaccia, Elizabeth	Wakefield
Hewitt, Margaret Lillian ¹	Watertown
Hilton, Mary Chadwick	Dorchester
Huse, Gladys Pauline	White River Junction, Vt.
Joyce, Ruth Frances	Ipswich
Kelley, Ruth Marie	Salem
Kenerson, Viola Gray	Cliftondale
Keyes, Dorothy Elizabeth	Rowley
Knowlton, Almina Caroline	New London, N. H.
Knowlton, Dorothy Louise	Melrose
Littlefield, Ruth Lee	Saugus

¹ Was a member of the school less than one-third of the year

MacDonald, Ethel Olive	West Peabody
McQuaid, Mary Calista	Malden
Menkes, Frances Isabelle	Cambridge
Miller, Hazel Evelyn	Essex Falls
Milliken, Beatrice Mary	Danvers
Murphy, Katherine Helena	Lynn
Neenan, Esther Marie	Lynn
Nolan, Olivine Katherine	Salem
O'Keefe, Katherine Dorothea	Peabody
O'Maley, Mary Winifred	South Boston
Oman, Jennie Maria	Pigeon Cove
O'Neil, Martha Veronica	Danvers
Peabody, Ruth Choate	Rowley
Pearson, Margaret	Melrose
Peterson, Mildred Pearl	Cliftondale
Russell, Alma Evelyn	Arlington
Ryder, Dorothy Moore	Somerville
Sawyer, Reba Mudgett	Salem
Seymour, Charlotte Moulton	East Lynn
Shay, Dorothea Annette	Somerville
Shea, Margaret Mary	Charlestown
Sherin, Freda Charlotte	Salem
Siegel, Sadie Rose	Dorchester
Sinclair, Ivy Ruth	Peabody
Slater, Gertrude	Winthrop
Spollett, Bernice May	Haverhill
Stack, Alice Cecilia	Andover
Stack, Eunice Gertrude	Andover
Steutermann, Alice Christina	Danvers
Sweeney, Mary Ellen ¹	Danvers
Taylor, Grace Eliza	Boston
Trefry, Ethel Evangeline	Greenwood
Tully, Mary Ellen	Salem
Walsh, Margaret Elizabeth	Malden
Webster, Ruth Anita ¹	Winthrop
Weeks, Flora Elmira	Wells, Maine
Welch, Cora Estelle	Newburyport
White, Madeline Elsie	Salem
Williams, Thelma Elizabeth	New Bedford

¹ Was a member of the school less than one-third of the year

Wilson, Katherine Frances	Marblehead
Wolejka, Antoinette Dorothy	Roslindale
Worthley, Eliza May	Malden

MIDDLE YEAR CLASS

Cooney, Helen Marie ¹	Salem
Lee, Margaret Grey	Beverly Farms
Murphy, Rose Catharine	Salem

JUNIOR CLASS

Bocholtz, Ida	Malden
Box, Elizabeth Aurelia	Beverly
Box, Helen Bernadette	Beverly
Bray, Catherine Mary	Medford
Browne, Bertha Ward	Wakefield
Chase, Angelyn Ruth	Danvers
Cheever, Helen	Manchester
Clucas, Elgie	Cliftdale
Coane, Phyllis Mildred	Beverly
Cogswell, Elizabeth Frost	Essex
Coughlin, Lillian Mary	Lynn
Couhig, Irene Elizabeth	Beverly
Crosson, Wilhelmina Marguerita	Boston
Culbert, Effie Leslie	Beverly Farms
Davis, Celia Helen ¹	Salem
Davis, Morna Belle	Annisquam
Dickie, Alberta ¹	Newburyport
Dodge, Frances Irene	Salem
Donahue, Grace Julia	West Somerville
Donovan, Katherine Louise ¹	Salem
Dunlevy, Mary Winifred	Malden
Ellis, Helen Margaret	Peabody
Elmer, Marian Louise	Cliftdale
Farrell, Grace Margaret	Swampscott
Glass, Ruth Rose ¹	Chelsea
Gordon, Lena Loretta	Chelsea
Gould, Florence Evelyn	Danvers
Guarnaccia, Cora	Wakefield

¹ Was a member of the school less than one-third of the year

Herrick, Alice Killam	Manchester
Herrick, Ruth Armstrong	Manchester
Holder, Leverett Thomas, Jr.	Swampscott
Holohan, Emeline Veronica	Arlington
Hunting, Alice Adrienne ¹	Petersham
Hurt, Ruth Madelon	Peabody
Johnson, Effie Concordia	Gloucester
Jones, Myrtle Irene	Swampscott
Joseph, Marion Carney	South Essex
Kaufman, Jennie ¹	Salem
Keith, Helen Frances	Everett
Keller, Olivia Anne	Woburn
Kelley, Jennie Frances	West Rutland, Vt.
Kimball, Esther Naomi	Salisbury
Kirrane, Margaret Mary ¹	Salem
Larson, Lillian Matilda	Salem
Levin, Sophia Helen ¹	Salem
Lossone, Evelyn Myrtle	Melrose
Macauley, Priscilla May	Gloucester
Maxwell, Leona Gertrude ¹	Lynn
McKenzie, Mildred Fern ¹	West Peabody
Mittel, Edith	Beverly
Moore, Gladys Cynthia	Boxford
Murphy, Beatrice Ashby	Groton
Nelson, Abbie Marie	Chelsea
Nelson, May Aylward ¹	Newburyport
Noyes, Inez Gertrude	Newburyport
O'Keefe, Lenore Helene	Gloucester
Patch, Jane Althea	Lynn
Pease, Dorothy Cooper	Wakefield
Perry, Marion Gertrude ¹	Bay View
Pickard, Elizabeth Pauline	Groveland
Pickard, Lena Grace	Everett
Pisnoy, Blanche	Chelsea
Pitman, Dorothy Savory	Foxborough
Plummer, Mary Alice	Salem
Poole, Elizabeth Gorham	Gloucester
Quinlan, Elizabeth Frances	Salem
Roberts, Wilfred Henry	West Somerville

¹ Was a member of the school less than one-third of the year

Rogers, Marion Florence	Salem
Ross, Stella Mary	Chelsea
Rudd, Ethel Florence	Somerville
Russell, Catherine Alice	Salem
Savel, Celia	Malden
Simpson, Isabelle Ruth	Beverly
Smith, Mary Elizabeth ¹	Clifftondale
Soars, Marion Edith	Newburyport
Solomon, Hortense Douglas ¹	Melrose
Sproat, Marion Hellen	Danvers
Stevens, Marion Alberta	Reading
Sullivan, Gertrude Elizabeth	Winthrop
Townsend, Ellen Louise	Revere
Walsh, Helen Frances	Salem
Walsh, Katherine Christina	Peabody
Ward, Marjorie Bradley	Marblehead
Webber, Gertrude Mary	Revere
Wentworth, Grace Evelyn	Salem
Winn, Mary Jane	Methuen

Intermediate Department

SENIOR CLASS

Group I

Barstow, Mildred Louise	Wakefield
Clarke, Elizabeth Theresa	Salem
Fogg, Edna Almira	Lynn
Foote, Hilda	Lynn
Gourdine, Eulalie ¹	Everett
Jackman, Ruth Emerson	Salem
Johnson, Clara Louise	Boston
Lathrop, Helen Okell	Lawrence
Magennis, Anne Elizabeth	Medford
Malinowska, Frances Nathalie	Salem
McGlone, John Philip	Peabody
Peterson, Signe Margaret	Malden
Quinlan, Frances Mary Geraldine	Danvers
Salmon, Mary Agnes	Salem
Welch, Mary Maud	Salem

¹ Was a member of the school less than one-third of the year

Group III

Beach, Eugenie Ella	Salem
Harlow, Ellen Sarah Andrews	Salem
Jeffery, Blanche Eleanora ¹	Salem
Marsh, Eliza Belle	Lynn
Moriarty, Helen	Danvers
Sheppard, Gertrude Rebecca	Ipswich
Striley, Charles Harold	Danvers
Tarbox, Luella Florence	Lynn
Varina, Hazel Dorothy	Swampscott

MIDDLE YEAR CLASS

Breed, Isabel Blanche	East Lynn
Brown, Hannah Pearl	Marblehead
Casano, Lydia Glover	Melrose Highlands
Clerke, Hazel Annetta	Lynn
Donlan, Anna Catherine	West Lynn
Donovan, Catherine Teresa	Lynn
Donovan, Regina Carolyn	North Andover
Douglass, Margaret Frances	Wakefield
Eastland, Helen Cameron	Marblehead
Finnin, Marion Julia	Medford
Flanagan, Marion Dillon	Lynn
Getchell, Elizabeth Da Costa	Salem
Hedlund, Maria Cecilia	West Somerville
Higgins, Eunice Snow	Somerville
James, Elizabeth	Ipswich
Johnson, Mildred Louise	Malden
Killam, Hazel	East Lynn
Miles, Rena Maud	Salem
Muffin, Rachel Elizabeth	Byfield
Rhodes, Eleanor Mae	Lynn
Richardson, Alice Kimball	Middleton
Ricker, Muriel Gladys	East Lynn
Robbins, Mary Bartlett	Lynn
Russell, Evelyn	Everett
Shaw, Muriel Hope	Everett

¹ Was a member of the school less than one-third of the year

Tierney, Mary Margaret	. . . .	Danvers
Williams, Ruth Closson	. . . .	East Lynn
Woodbury, Doris Elliott	. . . .	Danvers

Commercial Department

SENIOR CLASS

Ahlgren, Mildred Beatrice Gunhild	. . . .	Brockton
Canniffe, Veronica Margaret	. . . .	Marblehead
Danner, Alice Josephine	. . . .	Malden
Donnelly, Evelyn Sarah	. . . .	Wakefield
Higgins, Albert Francis	. . . .	East Lynn
MacDonnell, Gladys Frances	. . . .	Everett
McCarthy, John Joseph	. . . .	Peabody
Moore, Margery	. . . .	Charlestown
Mullin, Agnes Marie	. . . .	Haverhill
Pitman, Ruth Frances	. . . .	Foxborough
Reed, Dorothy May	. . . .	Lawrence
Roughsedge, Margaret Gertrude ¹	. . . .	Medford
Stevens, Bertha Evelyn	. . . .	Haverhill
Wahlman, Anna Gertrude	. . . .	Boston

SPECIAL STUDENTS, ONE-YEAR COURSE

Donahue, Charles James, A.B.	. . . .	Lawrence
Lee, Francis Gregory, A.B.	. . . .	Brighton
Prescott, Dorothy Nutting	. . . .	Haverhill

SPECIAL STUDENTS IN SECOND YEAR OF TWO-YEAR COURSE

Donovan, William Augustine	. . . .	Lawrence
Riley, Mary Veronica ¹	. . . .	Lawrence

JUNIOR CLASS

[In accordance with the requirements stated on page 16, paragraph 4, the members of this class are this year employed in business offices under the general supervision of the school.]

Bardsley, Grace Leah	. . . .	Fall River
Callanan, Grace Hanson	. . . .	Salem
Colclough, Ruth Foster	. . . .	Malden
Conant, Ruth Dearing	. . . .	Salem
Coombs, Ruby Isabella	. . . .	Salem

¹ Was a member of the school less than one-third of the year

Damon, Helen Nichols	Salem
Dolan, Margaret Elizabeth	Foxborough
Donahue, Walter Henry	Stow
Ehler, Daisy Ernestine	Gloucester
Hynes, Mary Catherine	Lynn
Johnson, Helen Conant	Lynn
Mayes, Caroline Eliza	Ipswich
McCarthy, Richard Aiden	Ayer
McGinley, Grace Elizabeth	Hamilton
Scanlon, Viola Marie	Lawrence
Stone, Marjorie Virginia	Ipswich
Vint, Doris Elaine	Wakefield

SOPHOMORE CLASS

Anderson, Signe Helen	Barre
Crosby, Elizabeth Esther	Wakefield
Devaney, Mary Irene	Lenox
Gilman, Ruth Mary	Wakefield
Haskell, David Lufkin, Jr. ¹	Essex
Horan, Elizabeth Cecelia	South Hamilton
Hurley, Mary Katherine	Dorchester
Kennett, Dorothy Elizabeth	West Newbury
Lyon, Clare Evelyn ¹	Lynn
McCarthy, Josephine Mary	Somerville
McNamara, Alice Pauline	Clinton
Mehlman, Artemisia	Gloucester
Milbery, Marada Blanche	Wareham
O'Brien, Mary Margaret	Belmont
O'Donnell, Helen Bernadine	Fitchburg
Ott, Katherine Lucy	Shrewsbury
Sculley, Mary Elizabeth	South Hamilton
Toner, James John ¹	Dorchester
Tutein, Dora Gertrude	Billerica

FRESHMAN CLASS

Bennett, Leah Evoline	Ashland
Bonia, Mary Louise	Gloucester
Condon, Julia Veronica	Medford

¹ Was a member of the school less than one-third of the year

Darling, Marjorie Emeline	South Easton
Denney, Isabelle Julia	Gardner
Doyle, Irene Louise	Danvers
Emerson, Beatrice	Lynn
Ferguson, Mildred Ruth ¹	Melrose
Fitts, Hazel Mabel	North Reading
Flynn, Mary Alice	Salem
Goodwin, Beulah Currier	Newburyport
Gooch, Helen Cummings	North Easton
Harney, Lucy Josephine	Lynn
Hoffman, Esther May	Athol
Leahy, Ellen King	Lynn
Norton, Grace Doris	Brockton
Peabody, Ruth Marion	Lynnfield
Perkins, Abram Story ¹	Essex
Sears, Dorothy Anne Magdalene	Danvers
Seavey, Dawn Elizabeth	North Hampton, N. H.
Vradenburgh, Marjorie Jeanette	Medford Hillside
Yorke, Ruth Agnes ¹	Canton

Summary

Students of the elementary and intermediate departments	226
Students of the commercial department	72
Special students, commercial department	5
	<hr/>
	303

Whole number of students from opening of school	7,308
Whole number of graduates	4,101
Number of certificates for special course of one or two years	160

¹ Was a member of the school less than one-third of the year

STATE NORMAL SCHOOL
SALEM MASSACHUSETTS



SIXTY-SIXTH YEAR

1919-1920



NORMAL SCHOOL BUILDING

STATE NORMAL SCHOOL SALEM MASSACHUSETTS



SIXTY-SIXTH YEAR

1919-1920

PUBLICATION OF THIS DOCUMENT
APPROVED BY THE
SUPERVISOR OF ADMINISTRATION.

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Education	
AGNES CAROLINE BLAKE	Dean of Women
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HARRIET EMMA PEET ¹	Music
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CHARLES ELMER DONER	Geography
ETHEL AUGUSTA ROLLINSON	Penmanship
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BERTHA MAE SPERRY,	Assistant, geography
LENA GRAYSON FITZHUGH, A.B.	Assistant, arithmetic and reading
ELIZABETH BURNHAM	Assistant, English and history
FLORENCE BARNES CRUTTENDEN, B.S.	Assistant, physical training, drawing and hand work
LILLIAN ELVIRA EATON	History and social science
ALEXANDER HUGH SPROUL, B.S., M.S.	Typewriting, correspondence, commercial arithmetic
Bookkeeping, commercial law, psychology, pedagogy, salesmanship	
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CHRISTINE MARION NEWTON	Household arts
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ESTHER LOUISE SMALL	Supervisor, Grades 7 and 6
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MARY LILLIAN PERHAM	Supervisor, Grades 5 and 4
GENEVIEVE LAURETTA BURREBY	Assistant, Grades 5 and 4
MARY ELIZABETH JAMES	Supervisor, Grades 3 and 2
GLADYS FRANCES BURNHAM	Assistant, Grades 3 and 2
FLORA LEONE MOORE, B.S.	Supervisor, Grade 1 and kindergarten
ELEANOR AGNES PARKER	Assistant, Grade 1
ETHEL VERA KNIGHT	Kindergartner: assistant in primary grades
ELEANOR ELIZABETH WALKER	Special class

¹ On leave of absence; substitute, Maud Lyman Harris, A.M.

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CALENDAR

1920

February 28, Saturday	Recess begins
March 8, Monday	Recess ends at 9.30 A.M.
April 19, Monday	Patriot's Day: a holiday
May 1, Saturday	Recess begins
May 10, Monday	Recess ends at 9.30 A.M.
May 31, Monday	Memorial Day: a holiday
June 8, Tuesday	Entrance examinations
June 9, Wednesday	Entrance examinations
June 15, Tuesday	Graduation exercises at 10.30 A.M.
September 8, Wednesday	Training school opens at 9 A.M.
September 8, 9, 10	Conference of Massachusetts Normal School Teachers' Organization
September 13, Monday	Entrance examinations
September 14, Tuesday	Entrance examinations
September 15, Wednesday	Academic year begins at 9.30 A.M.
October 12, Tuesday	Columbus Day: a holiday
November 25, Thursday	Thanksgiving Day: a holiday
November 26, Friday	A holiday
December 24, Friday	Recess begins at the close of school

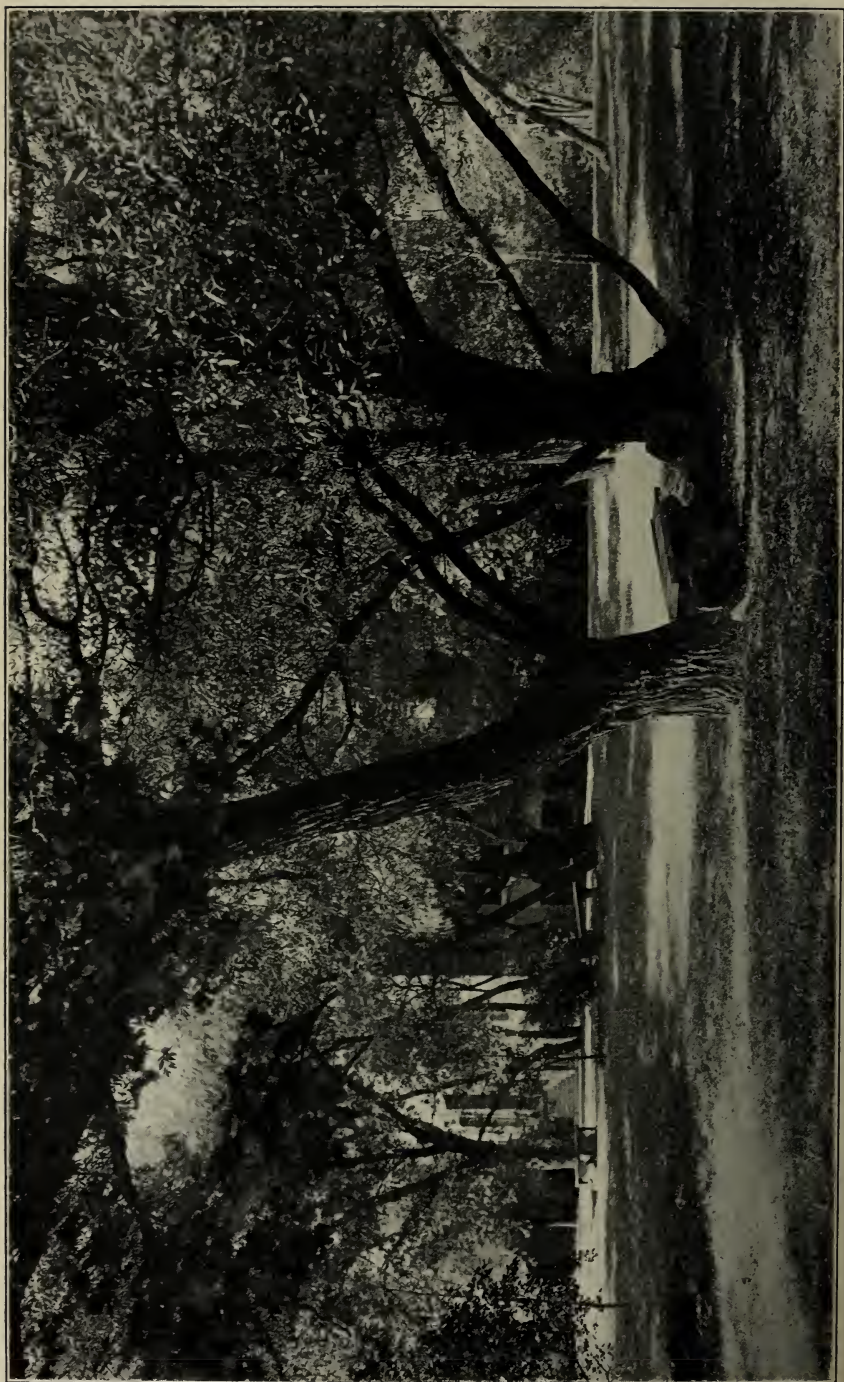
1921

January 3, Monday	Recess ends at 9.30 A.M.
January 31, Monday	Second half year begins
February 22, Tuesday	Washington's birthday: a holiday
February 26, Saturday	Recess begins
March 7, Monday	Recess ends at 9.30 A.M.
April 19, Tuesday	Patriot's Day: a holiday
April 30, Saturday	Recess begins
May 9, Monday	Recess ends at 9.30 A.M.
May 30, Monday	Memorial Day: a holiday
(To be announced) {	. . . . . Entrance examinations
	. . . . . Entrance examinations
	. . . . . Graduation exercises at 10.30 A.M.

NOTE. — The daily sessions of the school are from 9.30 to 12 and from 1 to 3.10 o'clock. The time from 8.30 to 9.30 and from 2.30 to 3.30 o'clock is to be used for study by all students who are in the building. From 2.30 to 3.30 o'clock, all students are subject to appointments for conferences with members of the faculty at the discretion of the latter. Lectures before the entire school will frequently be held at this time. The regular weekly holiday of both the normal and the training schools is on Saturday.

The telephone call of the normal school is Salem, 375; of the training school, Salem, 344.

The principal's residence is at 357 Lafayette Street, and his telephone call is Salem, 34.



A CORNER OF THE CAMPUS

STATE NORMAL SCHOOL

SALEM MASSACHUSETTS

AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore no student may be admitted to, or retained in, the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time permits and the claims of professional training demand. The subjects of the public school curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of physiology and hygiene, and of psychology from a professional standpoint; the principles of education upon which all good teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

APPLICATION FOR ADMISSION

It is advisable that application be made soon after January 1, and that certificates be presented early in June. As far as possible, examinations should be completed in June.

Candidates who have been admitted to the school, and who find that it will be impossible for them to enter, are expected to inform the office of their withdrawal immediately.

No place will be held for a student who is not present at the opening of the session on Wednesday, September 15, unless he has the previous permission of the principal to be absent on that day.

REQUIREMENTS FOR ADMISSION

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Department of Education. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Department relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under A, B and C, amounting to fifteen units, ten of which units, however, must be in subjects under A and B and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitch-

burg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.¹

A. PRESCRIBED SUBJECTS. — Three units.

- (1) English literature and composition 3 units

B. ELECTIVE SUBJECTS. — At least seven units from the following subjects: —

- | | |
|---------------------------------------------------|-------------------------|
| (2) Algebra | 1 unit |
| (3) Geometry | 1 unit |
| (4) History ² | 1, 2 or 3 units |
| (5) Latin | 2, 3 or 4 units |
| (6) French | 2 or 3 units |
| (7) Spanish | 2 units |
| (8) German | 2 or 3 units |
| (9) Physics | 1 unit |
| (10) Chemistry | 1 unit |
| (11) Biology, botany or zoölogy | $\frac{1}{2}$ or 1 unit |
| (12) Physical geography | $\frac{1}{2}$ or 1 unit |
| (13) Physiology and hygiene | $\frac{1}{2}$ or 1 unit |
| (14) General science | $\frac{1}{2}$ or 1 unit |
| (15) Drawing | $\frac{1}{2}$ or 1 unit |
| (16) Household arts | 1, 2 or 3 units |
| (17) Manual training | 1 unit |
| (18) Stenography, including typewriting | 1 or 2 units |
| (19) Bookkeeping | 1 unit |
| (20) Commercial geography | $\frac{1}{2}$ or 1 unit |
| (21) Arithmetic | $\frac{1}{2}$ or 1 unit |
| (22) Community civics | $\frac{1}{2}$ or 1 unit |
| (23) Current events | 1 unit |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massa-

¹ The Department of Education has ruled that not less than four recitation periods per week throughout the school year shall constitute one unit.

² History includes: ancient; mediæval and modern; English; American history and civics; history to 1700; European history since 1700.

chusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (431 West 117th Street, New York City) will be found suggestive by high schools.

C. ADDITIONAL SUBJECTS. — At least five units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant, representing work in addition to that for which credit is gained by examination or certification.

III. A. EXAMINATIONS. — Each applicant for admission, unless exempted by the provisions of sections IV and V, must pass entrance examinations in the subjects as required under A and B. Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under C, and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for fifteen units by examination in the subjects listed under A and B.

B. DIVISION OF EXAMINATIONS. — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. ADMISSION ON CERTIFICATE. — A graduate of a public high school approved by the Department of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under A and B in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Department of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards

the total of ten units under A and B. In addition to the units granted by certification candidates must present credentials for subjects under C.

V. ADMISSION OF SPECIAL STUDENTS. — (a) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Department, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Department.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students, and as special students, as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Department, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Department. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. ADMISSION AS ADVANCED STUDENTS. — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Department.

REQUIREMENTS FOR ADMISSION TO THE COMMERCIAL DEPARTMENT

The requirements for admission to the prescribed course of four years are the same as for students who apply for admission to the elementary and intermediate departments.

Graduates of colleges, and graduates of normal schools who have had at least two years of satisfactory experience in teaching, may be admitted to special elective courses of one year.

Graduates of normal schools who have had no experience in teaching, graduates of private commercial schools who present either diplomas from approved high schools or the equivalent, and who have had at least one year's experience in teaching or in business, and other persons presenting evidence of proper fitness and at least two years of satisfactory experience in teaching or in business, may be admitted to special elective courses of two years.

It is a requirement for graduation from the commercial department that students shall have had the equivalent of one year's practical experience in office work or salesmanship not less than one year prior to the end of their school course, which, if obtained subsequent to the beginning of their normal school work, shall have been obtained under the general supervision of the commercial department.

Graduates from the full course will receive diplomas. Appropriate certificates will be awarded to special students who complete approved courses of study. Students who present full equivalents of prescribed courses may be admitted to advanced standing; in most cases the study must have included some professional work.

SCHEDULE OF ENTRANCE EXAMINATIONS

TUESDAY, JUNE 8, AND MONDAY, SEPTEMBER 13, 1920

MORNING

8.30- 8.45.	Registration
8.45-10.30.	English
10.30-11.30.	Geometry
11.30-12.30.	Household arts, manual training

AFTERNOON

1.30-2.30.	Drawing, stenography
2.30-4.00.	Latin, arithmetic
4.00-5.00.	General science, current events, community civics

WEDNESDAY, JUNE 9, AND TUESDAY, SEPTEMBER 14, 1920

MORNING

8.15- 8.30.	Registration
8.30-10.00.	French, German, Spanish
10.00-11.30.	History
11.30-12.30.	Physical geography, commercial geography

AFTERNOON

1.30-2.30.	Algebra
2.30-3.30.	Chemistry, physics
3.30-4.30.	Physiology, bookkeeping
4.30-5.30.	Biology, botany, zoölogy

CONDITIONS OF GRADUATION

The satisfactory accomplishment of the academic work of the course does not constitute a complete title to the diploma of the school. The power of the student to teach — judged from his personality and his efficiency in practice teaching — is so important that one who is manifestly unable to do so will not be graduated, whatever his academic standing may be.

THE OBSERVATION AND TRAINING DEPARTMENT

THE ELEMENTARY DEPARTMENT. — In co-operation with the school committee of the city of Salem, the normal school maintains a training school, beginning with a kindergarten and fitting pupils for the high school. The training school is conducted in a new building especially designed for its purpose. Besides thirty classrooms it contains an assembly hall, a library, and rooms for printing, bookbinding, the practical arts, and the household arts.

In planning the instruction in this school the aim is to connect it as closely as possible with the work in the normal school, to the end that the methods of teaching here may exemplify the theory which the normal school students are taught. A considerable part of the instruction in the training school is either supervised or actually given by normal school teachers, and the work in the normal school in particular subjects, as well as in the theory of education, is based largely on directed observation in the training department.

The work of the supervising teachers in the training department includes responsibility for the progress and discipline of pupils and the continuity and efficiency of the lesson preparation and classroom instruction of the student teachers, subject to the general direction and advice of the director of the school.

Opportunity is provided for students who intend to teach in the first grade to observe in the kindergarten, in order that they may become familiar with the theory and methods of the kindergarten and its relation to the rest of the elementary school system. Seniors also secure a considerable amount of additional experience in teaching as substitutes in Salem and in other towns and cities in the vicinity of the school.

THE INTERMEDIATE DEPARTMENT. — Those students who are preparing to teach in the junior high school are required to have at least twenty weeks of practice. In the second year of the course each is assigned to one of the grades in the training school for a period of ten weeks. The practice in the senior year, for an equal period, includes teaching in the seventh and eighth grades in the training school, and in the junior high schools of Lynn, Chelsea, and Somerville. In these schools the practice is carried on under the personal supervision of the director of the training department, and the teachers and supervisory officers of the several schools.

THE COMMERCIAL DEPARTMENT. — During the present shortage of teachers, the former plan of sending commercial seniors to approved and co-operating high schools for observation and practice teaching has been set aside temporarily.



TRAINING SCHOOL BUILDING

At present the opportunities for practice teaching are found in positions where substitute teachers are needed for considerable periods of time. The school authorities employing these students co-operate actively and sympathetically in the supervision of these student-teachers.

Students are required to spend the third year of the course in office work or salesmanship, for pay, under actual business conditions, in positions which have been approved by the school, and their work in these positions must be of such a character, both in quality and in variety, that it may be accepted for credit toward the diploma of the department. In accordance with the rule of the Department of Education, this year of practical experience must be completed not less than one year prior to the end of the school course.

CURRICULA FOR ELEMENTARY, INTERMEDIATE, AND COMMERCIAL DEPARTMENTS

A. ELEMENTARY DEPARTMENT

Designed for students preparing to teach in the first six grades of elementary schools
A period is forty minutes in length

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
FIRST YEAR				
English Language 1	36	2	—	2 to 3 hours
English Language 8	12	3	—	2 to 3 hours
English Language 9	36	2	—	2 hours
Literature 1	24	3	—	3 to 4 hours
Arithmetic 1	36	3	—	2 to 3 hours
Geography 1	36	4	Occasional field trips	4 hours
History and Social Science 1 .	36	2	—	2 hours
Music 1	36	1	—	1 hour
Music 4	36	1	—	None
Education 1	36	2	—	2 hours
Library Study	15	1	1	1 hour
Drawing 1 }	36	2	—	1 hour
Hand Work 1 }				
Physical Education 1	36	2	—	1 hour
SECOND YEAR				
English Language 2	26	2	—	2 hours
Literature 2	26	2	—	2 to 3 hours
History and Social Science 2 .	26	2	—	2 hours
Physical Education 4	26	2	—	2 hours
Music 2	26	1	—	1 hour
Music 4	26	1	—	None
Education 2	26	1	—	2 hours
Education 9	26	1	—	1 hour
English Language 10	26	2	—	1 hour
Nature Study	26	4	—	4 to 5 hours
Physical Science 1	26	2	—	2 hours
Drawing 2 }	26	3	—	2 hours
Hand Work 2 }				
Physical Education 2	26	2	—	1 hour
Education 6	10	—	Entire time	15 hours

In April of each year an opportunity is given to members of the first-year class to elect the intermediate course, and to members of the second-year class in that course to elect the group of subjects to be pursued by each in the third year; in every case the election is subject to the approval of the principal. After this date no change in course may be made except for imperative reasons which could not have been foreseen. No course will be given unless there is a sufficient demand to warrant its maintenance.

B. INTERMEDIATE DEPARTMENT

Designed for students preparing to teach in grades 7 and 8 and in junior high schools

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
FIRST YEAR				
Identical with first year of A				
SECOND YEAR				
English Language 3	26	2	—	2 to 3 hours
Literature 3	26	2	—	2 to 3 hours
Arithmetic 2	26	2	—	1 to 2 hours
Geography 2	26	2	Occasional field trips	2 hours
History and Social Science 3 .	26	2		—	2 hours
Music 3	26	1	—	1 hour
Music 4	26	1	—	None
Biological Science	26	4	—	4 to 5 hours
Physical Science 2	26	2	—	2 hours
English Language 11	26	2	—	1 hour
Drawing 3 }	26	3	—	2 hours
Hand Work 3 }				
Physical Education 3	26	2	—	1 hour
Education 7	10	—	Entire time	15 hours

B. INTERMEDIATE DEPARTMENT — Concluded

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
THIRD YEAR (ELECT ONE GROUP)				
Group I :				
English Language 4	26	2	—	3 hours
Literature 6 }	26	5	—	5 to 8 hours
Literature 7 }				
Music 4	26	1	—	None
Education 3	26	3	—	3 hours
Education 9	26	1	—	1 hour
Physical Education 5	26	2	—	2 hours
History and Social Science 4 .	26	5	—	5 hours
Drawing 4 }	26	5	—	2 hours
Hand Work 4 }				
Education 7	10	—	Entire time	15 hours
Group II :				
English Language 4	26	2	—	3 hours
Literature 7	26	2	—	2 to 3 hours
Music 4	26	1	—	None
Education 3	26	3	—	3 hours
Education 9	26	1	—	1 hour
Physical Education 5	26	2	—	2 hours
Geography 3	26	5	—	5 hours
Biological Science	26	4	—	4 to 5 hours
Physical Science 3	26	5	—	5 hours
Education 7	10	—	Entire time	15 hours
Group III :				
English Language 4	26	2	—	3 hours
Literature 7	26	2	—	2 to 3 hours
Music 4	26	1	—	None
Education 3	26	3	—	3 hours
Education 9	26	1	—	1 hour
Physical Education 5	26	2	—	2 hours
Geography 3	26	5	—	5 hours
Arithmetic 4	26	3	—	2 to 3 hours
Bookkeeping 5 }	26	5	—	5 hours
Penmanship }				
Typewriting 5	26	5	—	2 hours
Education 7	10	—	Entire time	15 hours

C. COMMERCIAL DEPARTMENT

Designed for students preparing to teach in high schools of commerce or commercial departments in high schools

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
FIRST YEAR				
English Language 5	36	2	1	2 hours
Shorthand 1	36	4	—	5 hours
Typewriting 1	36	4	—	None
History and Social Science 5 .	36	3	—	3 hours
Geography 4	36	2	—	2 hours
General Science	36	2	—	2 hours
Bookkeeping 1	36	2	—	3 hours
Bookkeeping 1a	36	1	—	1½ hours
English Language 12	36	1	—	1 hour
Physical Education 6	36	1	—	1½ hours
Music 4	36	1	—	None
SECOND YEAR				
English Language 6	36	2	Frequent conference	2 to 3 hours
English Language 7	36	1	—	1½ hours
Shorthand 2	36	3	—	4 hours
Typewriting 2	36	3	—	1 hour
History and Social Science 6 .	36	2	—	2 hours
Arithmetic 3	36	2	—	3 hours
Geography 5	36	2	—	2 hours
Bookkeeping 2	36	3	—	4½ hours
Education 4	36	3	—	3 to 4 hours
English Language 13	36	1	—	1 hour
Salesmanship	36	2	—	2 hours
Music 4	36	1	—	None
THIRD YEAR				
Business practice under the gen- eral supervision of the school (see page 19)				

C. COMMERCIAL DEPARTMENT — Concluded

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
FOURTH YEAR				
Literature 4	36	2	—	2 to 3 hours
Literature 5	36	2	—	2 hours
Shorthand 3	36	3	—	4 hours
Typewriting 3	36	3	—	2 hours
History and Social Science 9 .	36	2	—	2½ hours
History and Social Science 7 .	18	2	—	3 hours
History and Social Science 8 .	18	2	—	3 hours
Geography 6	36	2	- ¹	2 hours
English Language 14	36	1	—	1 hour
Bookkeeping 3	36	4	—	4½ hours
Education 5	36	2	—	2 hours
Music 4	36	1	—	None
Education 8	10	—	Entire time	—

¹ An afternoon every third week for studying a local industry first hand

ELECTIVE FOR ONE-YEAR SPECIAL COURSE

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
Shorthand 4	36	5	—	8 hours
Shorthand 5	36	2	—	2 hours
Typewriting 4	36	5	—	2 to 3 hours
Bookkeeping 4	36	2	—	2 hours
Bookkeeping 4a	36	2	—	2 hours

Courses for elementary school teachers are marked A; for intermediate school teachers, B; for commercial teachers, C.

ENGLISH LANGUAGE

ENGLISH LANGUAGE 1. (A, B) PREPARATION FOR TEACHING ENGLISH IN THE FIRST SIX GRADES. Discussion, reading, written work, criticism, conference. — Miss LEAROYD and Miss FITZHUGH.

First year. Two recitations and two to three hours of preparation weekly.

Forms of composition, paragraph, sentence, and correct use of words studied intensively to guide students in preparing work for teaching. Emphasis on accurate and systematic habits of study and presentation. A portion of year devoted to studying and preparing type lessons.

ENGLISH LANGUAGE 2. (A) TEACHING OF ENGLISH IN THE FIRST SIX GRADES. Discussion, reading, written work, conference. — Miss LEAROYD.

Second year. Two recitations and an hour of supervised study weekly; the amount of additional outside preparation to be determined by the individual student.

There are advantages in a supervised study period: books and other material are at hand; there is a chance to obtain criticism and assistance while the work is being done; there is a distinct gain in power to do individual and intensive work.

Definite lesson plans for each grade, illustrating different lines of work: practice in adapting stories and other material for use in schools; study of good language books and books on the teaching of English.

Considerable training in criticizing the plans of other students and in discussing them with the writer and with the teacher.

ENGLISH LANGUAGE 3. (B) TEACHING OF ENGLISH IN GRADES 7 AND 8 AND IN JUNIOR HIGH SCHOOL. — Miss LEAROYD.

Second year. Two recitations and an hour of supervised study weekly; the amount of additional outside work to be determined by the individual student.

Discussion of subject-matter and methods of training in use at present; selection and organization of material to accomplish definite aims in language and composition; a systematic and typical course of lessons worked out for one of the upper grades.

ENGLISH LANGUAGE 4. (B) COMPOSITION. Discussion, reading, themes, criticism, conference. — Miss LEAROYD.

Third year. Two recitations and two to three hours of preparation weekly.

Aim: to give advanced instruction in English, and training in oral and written composition.

An effort will be made to correlate this training with that of other departments, especially in literature, history, education, hygiene, and geography.

ENGLISH LANGUAGE 5. (C) RHETORIC AND COMPOSITION. Themes, criticism, dictation, correction of papers, conference. — Miss LEAROYD.

First year. Two recitations, one laboratory period, and two hours of preparation weekly.

Study of the paragraph; the sentence (including grammar); words; the study of models; oral and written composition; spelling and definition; punctuation and capitalization. Aims: clear thinking and effective speech and writing.

ENGLISH LANGUAGE 6. (C) EXPOSITION, DESCRIPTION, NARRATION. — Miss LEAROYD.

Second year. Two recitations and two to three hours of preparation weekly, and frequent conferences.

Collecting and organizing material and presenting it in oral or written form. Reading specimens of prose composition; guidance in reading for recreation. Many short and frequent long themes; training in securing and holding the attention of the class by reading aloud; giving abstracts of stories and of other reading; criticism; discussion. Aims: clear, full, and interesting presentation.

ENGLISH LANGUAGE 7. (C) BUSINESS ENGLISH AND CORRESPONDENCE. — Miss EATON.

Second year. One recitation and one and one-half hours of preparation weekly.

Aim: to give the student a thorough training in business letter-writing. The work of the second half year includes also telegrams, cablegrams, postal service, and printers' marks.

ENGLISH LANGUAGE 8. (A, B) METHODS OF TEACHING READING IN GRADES 1 AND 2. — Miss ROGERS.

First year. Twelve weeks, three recitations, two to three hours of preparation, conference, or observation weekly.

A course dealing with the "learning to read" stage, and phonetics.

ENGLISH LANGUAGE 9. (A, B) READING AND STORY TELLING. — Miss ROGERS and Miss SPERRY.

First year. Two recitations and two hours of preparation weekly.

A course in the technique of reading and story telling which aims to meet both the personal and the professional needs of the student. The reading problems of grades 3 to 6, inclusive, are emphasized by means of observation, discussion, and practical plan-making.

ENGLISH LANGUAGE 10. (A) PRACTICE AND METHODS COURSE IN PENMANSHIP FOR TEACHERS OF THE FIRST SIX GRADES. — Mr. DONER.

Second year. Two recitations and one hour of preparation weekly.

Aim: to train students to write well on paper and on the blackboard, in order that they may possess the skill required to teach penmanship in the first six grades. Demonstration lessons before classes are required which give the student confidence and ability to teach. Class discussion of the best methods for securing the maximum of results in the minimum of time.

ENGLISH LANGUAGE 11. (B) PRACTICE AND METHODS COURSE IN PENMANSHIP FOR TEACHERS IN GRADES 7 AND 8 AND JUNIOR HIGH SCHOOL. — Mr. DONER.

Second year. Two recitations and one hour of preparation weekly.

Aims and methods as in English Language 10.

ENGLISH LANGUAGE 12. (C) BEGINNER'S COURSE IN PENMANSHIP. — Mr. DONER.

First year. One recitation and one hour of preparation weekly.

Aim: to develop letter-form and freedom of movement.

ENGLISH LANGUAGE 13. (C) ADVANCED COURSE IN PENMANSHIP TO PERFECT FORM AND CONTROL OF MOVEMENT. — Mr. DONER.

Second year. One recitation and one hour of preparation weekly.

Training to write well on paper and on the blackboard.

ENGLISH LANGUAGE 14. (C) METHODS COURSE IN PENMANSHIP FOR TEACHERS IN COMMERCIAL DEPARTMENTS OF HIGH SCHOOLS AND FOR SUPERVISORS OF PENMANSHIP IN THE GRADES. — Mr. DONER.

Fourth year. One recitation and one hour of preparation weekly.

Blackboard writing; pupils required to give demonstration lessons before class; class discussion of the best methods for securing results.

LITERATURE

LITERATURE 1. (A, B) CHILDREN'S LITERATURE. — Miss ROGERS.

First year. Twenty-four weeks, three recitations and three to four hours of preparation or observation weekly.

Aims: to lead to an acquaintance with and appreciation of subject-matter; to give an opportunity to study its use in the first six grades of the elementary school; and to give practice in selecting and organizing material for use in these grades.

LITERATURE 2. (A) APPRECIATION OF LITERATURE. — Miss PEET.

Second year. Two recitations and two to three hours of preparation weekly.

This course aims to broaden the student's appreciation of literature and to give him help in selecting books for his general reading. Both standard and current writers are studied. The topics covered are: the enjoyment of poetry; how to tell a good novel; the selection of biographies and other books of inspiration. Each student chooses his own subject and writes during the year three long themes suggested by the main topics of the course.

LITERATURE 3. (B) TEACHING OF LITERATURE IN GRADES 7 AND 8 AND JUNIOR HIGH SCHOOL. — Miss PEET.

Second year. Two recitations and two to three hours of preparation weekly.

This course, which takes up methods of classroom work, embraces studies in poetry, in popular stories and standard books, together with the means of arousing in children an appreciation for literature and of cultivating in them the habit of reading good books.

LITERATURE 4. (C) GENERAL LITERATURE. — Miss PEET.

Fourth year. Two recitations and two to three hours of preparation weekly. Occasional papers.

Aim: to arouse a keener appreciation and enjoyment of good literature. The various literary types are studied with their best representative authors, and some attention is given to historical development. Works of authors of admitted superiority are used to establish a standard of comparison, and these are followed by a study of contemporary writers.

LITERATURE 5. (C) COMMERCIAL LITERATURE. — Mr. CUSHING.

Fourth year. Two recitations and two hours of preparation weekly.

A study is made of the best of the current literature that deals with commercial and industrial conditions and activities. It is believed that some of the literature of this field is worthy of developing an appreciation for literature in general; at the same time it acquaints the student with the problems, ideals and significance of the wide field of commerce, in order that he may become a more intelligent high school teacher of commercial subjects.

LITERATURE 6. (B) ADVANCED COURSE IN TEACHING LITERATURE. — Miss PEET.

Third year. Three recitations and from three to four hours of preparation weekly.

This course is for students who wish to specialize in teaching literature in the junior high school. It aims to give students a background for the work, and is, therefore, largely academic. The subjects covered are: the technique of the drama, present tendencies of the theatre, Shakspeare for the junior high school; the great epics; ballads and other forms of lyrical poetry; some popular prose writings; the course of study.

LITERATURE 7. (B) STUDIES IN LITERARY MOVEMENTS. — Miss PEET.

Third year. Two recitations and two to three hours of preparation weekly.

The aim of this course is not only to make the student familiar with some of the great masterpieces of literature, but to deepen his appreciation of significant changes in literary and social ideals. The subjects covered are: the short story, from Hawthorne to O. Henry; the development of the English novel, from the eighteenth century to the present day; the new poetry in its relation to standard forms; current essays.

ARITHMETIC

ARITHMETIC 1. (A, B) METHODS OF TEACHING PRIMARY ARITHMETIC. — Miss PEET and Miss SPERRY.

First year. Three recitations and two to three hours of preparation weekly.



THE LIBRARY

This course takes up methods of teaching arithmetic to children in the first six grades of the elementary school. Such topics as the following are studied: aim of work; development of the idea of number; logical and psychological arrangement of subject-matter; outlining topics; preparation of lessons; means of securing work in computing; studies in application.

ARITHMETIC 2. (B) METHODS OF TEACHING ARITHMETIC IN GRADES 7 AND 8 AND JUNIOR HIGH SCHOOL. — Miss PEET.

Second year. Two recitations and one to two hours of preparation weekly.

In this course is given a thorough review of the teaching of the essential processes in arithmetic, together with a study of common business and industrial applications of the subject.

ARITHMETIC 4. (B) TEACHING ARITHMETIC IN GRADES 7 AND 8 AND THE JUNIOR HIGH SCHOOL; ADVANCED COURSE. — Miss PEET.

Third year. Three recitations and two to three hours of preparation weekly.

This course is intended for students who wish to specialize in the teaching of arithmetic. It covers the same ground as that of Arithmetic 2, but goes into the work more intensively. It lays special emphasis on phases of arithmetic related to industries, the study of civics, and to geography.

ARITHMETIC 3. (C) COMMERCIAL ARITHMETIC, ADVANCED COURSE. — Miss EATON.

Second year. Two recitations and three hours of preparation weekly.

The course is designed to give a review of elementary principles in arithmetic, the application of these principles to commercial work, and methods of handling the subject in high schools.

LIBRARY STUDY

LIBRARY STUDY. (A, B) A COURSE IN THE TECHNICAL KNOWLEDGE AND USE OF LIBRARIES. — Mrs. BLAKE.

One-half of first year. One recitation, one laboratory or conference period and one hour of preparation weekly.

Aims: to bring students into close touch with the school library, show its resources and train to their efficient use; to encourage observation and practice in the home public library; to develop and foster the right attitude towards books and libraries. Topics: decimal classification; arrangement on the library shelf; card catalogue; magazine index; book index and table of contents; reference books; investigation of a subject in a library; government publications; book selection and buying; the general principles of classification and cataloguing; relations between the public library and the public school.

GEOGRAPHY

GEOGRAPHY 1. (A, B) ACADEMIC AND METHODS COURSE. — Mr. CUSHING and Miss FLANDERS.

First year. Four recitations, with regular field and laboratory work, and four hours of preparation weekly.

First half year. General course in geography, consisting of a study of soils, relief, weather, and climate in relation to people, in the vicinity of Salem and in distant lands. Aim: to develop a fund of geographic knowledge that will serve as a background for teaching geography in the first six grades.

Second half year. Methods course to prepare teachers for the first six grades. A study is made of the content of home geography, the plan of a course of study, methods of developing the subject-matter of geography in the successive grades and the use of textbooks, collateral reading and illustrative material.

GEOGRAPHY 2. (B) CONTINENTAL GEOGRAPHY. — Mr. CUSHING and Miss FLANDERS.

Second year. Two recitations and two hours of preparation weekly, with occasional field trips.

Aim: to prepare teachers for grades 7 and 8 and junior high school. The continents are studied to build up a knowledge of their life relations, and to illustrate various methods of approach and treatment. The adaptation of methods and materials to grades occupies about one-fourth of the course. Acquaintance is made with all of the modern textbooks, readers and manuals, and with other supplementary material.

GEOGRAPHY 3. (B) JUNIOR HIGH SCHOOL GEOGRAPHY. — Mr. CUSHING.

Third year. Five recitations, five hours of preparation, and occasional teaching lessons in the training school. Prerequisites, Geography 1 and Geography 2.

Aim: to fit students to become teachers of geography in the upper grades or the junior high school. Two courses are outlined and sample portions of their content are worked out in detail. One course adapted to the seventh grade or seventh and eighth grades deals especially with the geography of the United States and Europe. The other course which forms a basis of work is commercial and industrial geography adapted to the eighth or ninth grade. Much "opportunistic" geography is used and the problem method is emphasized. A large part of the work is academic.

GEOGRAPHY 4. (C) GENERAL GEOGRAPHY. — Mr. CUSHING and Miss FLANDERS.

First year. Two recitations and two hours of preparation weekly.

Aim: to construct a broad basis for understanding commercial geography. A study is made of land and water forms and climate in relation to the activities of people in the immediate environment and various portions of the surface of the earth.

GEOGRAPHY 5. (C) COMMERCIAL GEOGRAPHY. — Mr. CUSHING and Miss FLANDERS.

Second year. Two recitations and two hours of preparation weekly; occasionally an afternoon for the study of actual commercial units, such as harbors, railroads and industrial plants. Prerequisite, Geography 4.

An intensive study is made of the representative conditions and commodities of commerce of Salem and Boston and vicinity, with special emphasis upon their relation to geographic factors. With this as a basis, world commerce is studied with the help of numerous textbooks, general reference books, museum specimens, pictures, etc. The needs of high school pupils are considered, and courses are outlined and methods discussed to meet them.

GEOGRAPHY 6. (C) COMMERCIAL AND INDUSTRIAL GEOGRAPHY. — Mr. CUSHING.

Fourth year. Two recitations and two hours of preparation weekly, with an afternoon every third week for studying a local industry at first hand.

Aim: to prepare students to become teachers of commercial and industrial geography in high schools of New England. A course for high schools is built up and discussed, based upon the four fields of commerce and industry: primary production, transportation, manufacturing or secondary production, and consumption. All modern textbooks on the subject are used for reference, and various illustrative materials are introduced. The industrial countries are particularly studied with especial emphasis upon the United States. Many industries are studied by means of motion pictures.

HISTORY AND SOCIAL SCIENCE

HISTORY AND SOCIAL SCIENCE 1. (A, B) PROBLEMS IN GOVERNMENT AND METHODS IN TEACHING HISTORY AND SOCIAL SCIENCE. — Miss FITZHUGH.

First year. Two recitations and two hours of preparation weekly.

First half year. Aim: to bring the student into close contact with the great masterpieces of historical writing, and to acquaint the future teacher with the material available for making the past real. Reading in the standard histories and biographies and in suitable sources, with discussion of ways of using this material in the first six grades; also local history with field trips to places of historic interest.

Second half year. Aim: to create the foundation of knowledge on which good citizenship rests and to show how to teach the subject in the first six grades, objectively and practically. Observational trips by classes to various public buildings, especially the council chamber in the city hall, the polling booths and registration rooms, and the court room, are made the basis for textbook lessons.

HISTORY AND SOCIAL SCIENCE 2. (A) AMERICAN HISTORY AND METHODS IN TEACHING HISTORY AND SOCIAL SCIENCE. — Miss CRUTTENDEN.

Second year. Two recitations and two hours of preparation weekly.

Aim: to prepare teachers for the first six grades of the elementary schools. The aims, materials and methods of presentation are examined. Practical work in the preparation and criticism of lesson plans; reports and discussions of contemporaneous magazine and newspaper articles; presentation of simple dramatized scenes from American and European history; observational trips to places of historic interest in Salem.

HISTORY AND SOCIAL SCIENCE 3. (B) AMERICAN HISTORY AND METHODS IN TEACHING HISTORY AND SOCIAL SCIENCE IN GRADES 7 AND 8 AND JUNIOR HIGH SCHOOL. — Miss CRUTTENDEN.

Second year. Two recitations and two hours of preparation weekly.

A study of early American history with related units of general history, emphasizing the immediate European background of American history and the development of a successful democracy in the new world. Extended collateral reading is given to develop the student in historical methods, and the pedagogy of history for the intermediate school is begun.

HISTORY AND SOCIAL SCIENCE 4. (B) AMERICAN HISTORY AND METHODS IN TEACHING HISTORY AND SOCIAL SCIENCE IN GRADES 7 AND 8 AND JUNIOR HIGH SCHOOL. — Miss CRUTTENDEN.

Third year. Five recitations and five hours of preparation weekly.

To give the student a surer grasp of present-day social, economic, and political problems, a more intensive study is made of recent American history and government. The growing importance and influence of American democratic ideals and institutions in European countries is emphasized. A study of current events and of community civics supplements this work. Methods of teaching history and social science in the junior high school are continued.

HISTORY AND SOCIAL SCIENCE 5. (C) ECONOMIC AND INDUSTRIAL HISTORY OF EUROPE. — Miss CRUTTENDEN.

First year. Three recitations and three hours of preparation weekly.

By a survey of the history of Europe from the eve of the Middle Ages to the present time an attempt is made to give a basis for the understanding of present social, political and economic conditions of modern states, also to trace the development of government by the people and its application to the Great War.

HISTORY AND SOCIAL SCIENCE 6. (C) ECONOMIC AND INDUSTRIAL HISTORY OF THE UNITED STATES. — Miss CRUTTENDEN.

Second year. Two recitations and two hours of preparation weekly.

A study is made of the social, political and economic history of the United States during the nineteenth and twentieth centuries, together with a detailed account of the development of a democracy in the New World. The aim is to bring the student to a realization of the growing importance and influence of American democracy throughout the world.

HISTORY AND SOCIAL SCIENCE 7. (C) HISTORY OF MODERN COMMERCE. — Miss CRUTTENDEN.

First half of fourth year. Two recitations and three hours of preparation weekly.

Aim: to promote a proper understanding of the value of commerce to national and individual life. The course includes a study of present-day tendencies in commerce and allied fields. The laboratory method is used where possible.

HISTORY AND SOCIAL SCIENCE 8. (C) ECONOMICS. CONTEMPORARY ECONOMIC PROBLEMS. — Miss CRUTTENDEN.

Second half of fourth year. Two recitations and three hours of preparation weekly.

A study of economics, based on present-day problems, carried on through type studies, current literature, and personal investigation.

HISTORY AND SOCIAL SCIENCE 9. (C) COMMERCIAL LAW. — Mr. SPROUL.
Fourth year. Two recitations and two and one-half hours of preparation weekly.

An inductive study of the application of the principles of justice to ordinary commercial relationships, aiming to develop a judicial habit of mind in the consideration of business affairs, and to acquaint the pupil with some of the more common requirements of business laws.

SALESMANSHIP

SALESMANSHIP. (C) Mr. SPROUL.

Second year. Two recitations and two hours of preparation weekly.

First half-year, salesmanship. The object of the course is to develop the fundamental principles of selling, and to show the application of these principles to business and personal efficiency.

Second half-year, retail store management. This course analyzes the problems met in the retail store.

Both courses are supplemented by lectures by active salesmen and sales managers.

MUSIC

MUSIC 1. (A, B) ELEMENTARY MUSIC. — Mr. ARCHIBALD.

First year. One recitation and one hour of preparation weekly.

Voice training, music reading, ear training, and writing of symbols used to represent the time and tune of music. The subject-matter of this course is practically the work of the first six grades of the elementary school.

MUSIC 2. (A) — Mr. ARCHIBALD.

Second year. One recitation and one hour of preparation weekly.

Aim: to familiarize the students with the music work of the first six grades, and to acquaint them with the best ways of presenting the problems. The child voice, song interpretation, and part singing are some of the topics discussed. Outlines of the grade work are given and teaching plans of the principal subjects are made. Melody writing as a means of illustrating the various problems is required.

MUSIC 3. (B) — Mr. ARCHIBALD.

Second year. One recitation and one hour of preparation weekly.

In addition to the work of Music 2 is required the study of the problems developed in three and four part singing, and in the boy's changing voice and its development.

MUSIC 4. (A, B, C) MUSIC APPRECIATION AND GENERAL SINGING. — Mr. ARCHIBALD.

Required of all members of the school. One recitation weekly throughout the course.

Programs of folk songs and dances, art songs and composers are prepared and presented by students. The Victrola and pianola are used in this work. During the year several concerts and lectures are given by people well known in the musical world. Singing of standard choruses.

EDUCATION

EDUCATION 1. (A, B) APPLIED PSYCHOLOGY AND PEDAGOGY. — Mr. ALLEN.

First year. Two recitations and two hours of preparation weekly.

This course is directed at the central project of the normal school student, — that of teaching. The successive problems involved (as suggested by students or teacher) are considered in free class discussion, guided by carefully planned questions, and based on individual or group thinking, reading, and discussion. It is in harmony with child development and social psychology and their applications to teaching and control of schools. It includes the study of types of lessons, also directed observation and report on lessons in the training school.

EDUCATION 2. (A) PEDAGOGY. — Mr. ALLEN.

Second year. One recitation and two hours of preparation weekly.

General and specific aims of education; the psychology, pedagogy, and testing of subjects taught in elementary grades; problems of school administration, including discipline and control, classroom management, grading and promotion; vocational guidance; current educational problems.

EDUCATION 3. (B) PEDAGOGY. — Mr. ALLEN.

Third year. Three recitations and three hours of preparation weekly.

A course intended to summarize and extend the details of educational theory and practice from the preceding courses and from the practice teaching. It includes the psychology of adolescence and of individual differences; the psychology of the school subjects of the upper grammar grades and the junior high school; the technique of scales, tests, and measurements, including individual and group tests of intelligence; and vocational guidance.

EDUCATION 9. (A, B) PEDAGOGY. — Mr. PITMAN.

Second year of elementary course; third year of intermediate course. One recitation and one hour of preparation weekly.

Contemporaneous problems in elementary education; special investigations and reports; school administration; professional ethics.

EDUCATION 4. (C) ELEMENTARY PSYCHOLOGY. — Mr. SPROUL.

Second year. Three recitations and three to four hours of preparation weekly.

The course aims to give an understanding of the fundamental laws which govern mental activity, and, by attention to the processes by means of which knowledge is obtained and formulated, to lay a foundation for the course in pedagogy.

EDUCATION 5. (C) PEDAGOGY AND ITS APPLICATION IN COMMERCIAL TEACHING. — Mr. SPROUL.

Fourth year. Two recitations and two hours of preparation weekly.

A course preparing for the teaching of commercial subjects; general methods and methods of teaching the special subjects, covering briefly the history, function and scope of commercial training in the high school.

EDUCATION 6. (A) PRACTICE TEACHING.

Second year. Ten weeks, thirty periods weekly.

EDUCATION 7. (B) PRACTICE TEACHING.

Second and third year. Ten weeks, thirty periods weekly.

EDUCATION 8. (C) PRACTICE TEACHING.

Fourth year. Ten weeks, thirty periods weekly.

DRAWING AND HAND WORK

HAND WORK 1. (A, B) A COURSE DEALING WITH SIMPLE PROJECTS IN INDUSTRIAL ARTS. — Mr. WHITNEY and Miss BURNHAM.

One-half of first year. Two recitations and one hour of preparation weekly.

Aims: to train teachers for the first six grades of elementary schools along practical and industrial lines; to give the ability to make, read and apply simple structural drawings and patterns; to use simple hand tools; and to apply this knowledge to other studies in the curriculum. There is frequent observation of the work in the training school, visits to shops, gardens, etc.

DRAWING 1. (A, B) A COURSE IN DRAWING, COLOR, DESIGN AND ART APPRECIATION. — Mr. WHITNEY and Miss BURNHAM.

One-half of first year. Two recitations and one hour of preparation weekly.

The course is designed to create and foster a knowledge and appreciation of art. There is frequent observation of teaching and methods in the training school. The illustrative work is closely related to other studies in the curriculum. A general review of work experienced or observed in the public schools is included.

HAND WORK 2. (A) A COURSE DEALING WITH ELEMENTARY PROJECTS IN BOOKBINDING, POTTERY, WEAVING, ETC. — Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

As in the previous course the aims are: the ability to make, read and apply structural drawings and patterns to the actual construction of simple projects; the ability to teach such work in the first six grades in the elementary schools; to appreciate purpose and fitness and good structural design; and to apply these to all industrial work.

DRAWING 2. (A) A COURSE IN DRAWING, COLOR, DESIGN, ART APPRECIATION AND METHODS OF TEACHING. — Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

Aims: to prepare teachers for the first six grades of elementary schools and to cultivate taste and art appreciation. Courses of study are planned and methods of teaching are studied and applied in the actual work in the training school. Blackboard sketching is applied in other studies in the curriculum.

HAND WORK 3. (B) — Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

A continuation of Hand Work 2, consisting of more advanced projects, adapted to the junior high school; observation and practice in sewing, modeling and gardening for the women; and in printing, woodworking and gardening for the men.

DRAWING 3. (B) — Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.



DRAWING AND THE FINE ARTS

This course includes harmonics of color to be applied to school projects, the interior of the schoolroom or home; plans and color schemes for flower gardens, etc.; decorative and applied design; pictorial drawing involving principles of foreshortening and convergence; picture study; nature drawing; and black-board sketching.

HAND WORK 4. (B) INTENDED TO FAMILIARIZE THE PUPIL WITH THE COURSES OF STUDY, METHODS AND DEMANDS MADE UPON TEACHERS IN GRADES 7 AND 8 AND THE JUNIOR HIGH SCHOOL. — Mr. WHITNEY.

One-half of third year. Five recitations or shop periods and two hours of preparation weekly.

Observation and practice in mechanical drawing, projection, and development; bookbinding, weaving, modeling, printing, and elementary woodworking. The school and home gardens are planned, drawings made to scale, and the color schemes applied.

DRAWING 4. (B) METHODS AND PRACTICE FOR STUDENTS PREPARING TO TEACH IN GRADES 7 AND 8 AND THE JUNIOR HIGH SCHOOL. — Mr. WHITNEY.

One-half of third year. Five recitations and two hours of preparation weekly.

Aims: to offer a general survey of the history of architecture, sculpture and painting; to familiarize the pupils with the work required in the higher grades along the lines of drawing, applied design, nature work, etc. The course comprises the preparation and dyeing of papers, reeds and fabrics for the work in industrial arts; the making and application of good designs in form and decoration; the drawing of trees, plants and details studied in the nature course; and the drawing of simple objects and groups in outline, mass and color. The major part of the course is devoted to definite school projects, methods and practice teaching.

PRACTICAL ARTS 5. (A) GARDENING 1. — Miss GOLDSMITH.

Second year. Constitutes the work in nature study for the spring months.

Aim: to give practical experience in garden work and acquaint the student with methods and devices for carrying on school and home gardens.

PRACTICAL ARTS 7. (B) GARDENING 2. — Miss GOLDSMITH.

Second year. Constitutes the work in nature study for the spring months.

Fulfills practically the same conditions as Practical Arts 5 (A), except that special attention is given to kinds of work required in grammar grades or the junior high school.

PRACTICAL ARTS 6. (B) INDUSTRIAL PROJECTS. — Mr. KENYON.

A garden, comprising half an acre, is worked on the community basis, and is planted entirely to vegetables, which are sold to families living in the vicinity of the school and to local dealers. This garden is planted, cared for, and the products harvested and marketed, by the boys of the seventh and eighth grades. Normal school students observe and assist in this work.

There is also opportunity for a limited number of students to receive instruction in both woodworking and printing. These courses are elective and are given out of regular hours.

PRACTICAL ARTS 8. (B) COOKING AND SEWING. — Miss NEWTON.

The cooking course is designed to give a general knowledge of the principles of cooking, food values, preparation of foods, and serving of simple meals.

The purpose of the sewing course is to teach the student practical application of hand and machine sewing in making simple garments.

These courses are elective and are given out of regular hours.

PHYSICAL EDUCATION

PHYSICAL EDUCATION 1. (A, B) PHYSICAL TRAINING. — Miss WARREN and Miss BURNHAM.

First year. Two laboratory periods and one hour of preparation weekly.

This course is designed to improve the physical condition of the student. It includes plays and games and methods of teaching them, with emphasis on the learning of the games and playing them. Folk dancing and corrective exercises are important features of the work.

PHYSICAL EDUCATION 2. (A) PHYSICAL TRAINING. — Miss WARREN.

Second year. Two laboratory periods and one hour of preparation weekly.

This course aims to prepare the student to teach such exercises as may be used in the first six grades of the elementary schools, as story plays, folk dancing, outdoor and indoor games, and simple gymnastics, with special emphasis on correct posture.

PHYSICAL EDUCATION 3. (B) PHYSICAL TRAINING. — Miss WARREN.

Second year. Two periods weekly.

Teaching lessons in folk dancing and games suitable for upper grades are prepared by the students. Some time is devoted to formal gymnastic work. Opportunities to supervise groups of children in the playground and in the gymnasium and to do some corrective work are utilized.

PHYSICAL EDUCATION 4. (A) GENERAL HYGIENE. — Miss WARREN.

Second year. Two recitations and two hours of preparation weekly.

Discussion of methods frequently takes the place of the recitation. The teaching of hygiene in a normal school has a twofold purpose, — to help the



PLAYGROUND EQUIPMENT MADE BY BOYS OF SEVENTH AND EIGHTH GRADES

student to realize how he may maintain in his own body the highest possible working efficiency, and to train him to present the subject to children in such a manner as to bring about a marked improvement in their standard of health.

PHYSICAL EDUCATION 5. (B) HYGIENE AND SANITATION. — Mr. WHITMAN.

Third year. Two recitations and two hours of preparation weekly.

Aim: to train students to present those phases of hygiene and sanitation which can best be understood by pupils in the upper grammar grades. Emphasis is placed upon public health problems, as milk and water supply, housing, sewage disposal and infectious diseases. Attention is also given to the intelligent treatment of emergency cases.

PHYSICAL EDUCATION 6. (C) PERSONAL HYGIENE. — Miss WARREN.

First year. One recitation and one and one-half hours of preparation weekly.

The purpose of the course is to aid the student to form right habits of living, and to furnish accurate knowledge of social hygiene, including personal, family, city, state and industrial hygiene.

SCIENCE

NATURE STUDY. (A) — Miss GOLDSMITH.

Second year. Four recitations and four to five hours of preparation weekly.

Occasional papers. Laboratory work given in place of regular preparation or recitation at the discretion of the instructor. The course is intended to give first-hand, working knowledge of the plants and animals of the locality and fit the students to teach nature study in the first six grades. Birds, insects, common mammals, trees, flowers, fruits, seeds, and germination are among the subjects taken. Soils, tillage and fertilizers are studied as an introduction to garden work. Project work is done in as far as it seems practical under present conditions.

(See Practical Arts 5 (A).)

BIOLOGICAL SCIENCE 1. (B) — Miss GOLDSMITH.

Second year. Four recitations and four to five hours of preparation weekly.

A course intended to prepare students to teach in the seventh and eighth grades and the junior high school. Field work is done as long as the season permits, and laboratory work during the winter. Project work is carried on throughout the year. Students are made familiar with the plant and animal life common to the community, particular attention being given to the economic aspects. Occasional papers.

(See Practical Arts 7 (B).)

BIOLOGICAL SCIENCE 2. (B) — Miss GOLDSMITH.

Third year. Four recitations and four to five hours of preparation weekly.

The course is a continuation of Biological Science 1, and consists of recitations, laboratory and field work, discussions and presentations by the students, with occasional papers. Special emphasis is laid on research work and field trips, and the correlation with other branches of study such as civics, geography, English, and physical science. The consideration of such larger topics as forestry, the natural resources of a community, etc., form an important part of the work. Gardening occupies practically all of the spring term.

PHYSICAL SCIENCE 1. (A) — Mr. WHITMAN.

Second year. Two recitations and two hours of preparation weekly.

The course is intended to afford a broad outlook over the field of general science, and an insight into the ways in which science is useful to man. Students report to the class the results of their own individual study. The project method is employed. The library offers a good supply of science books and periodicals. Laboratories and apparatus are available for students to pursue their projects experimentally. Students are encouraged to demonstrate before the class with apparatus. Reports on excursions to study practical applications of science in the arts and industries are made by individual students.

It is recommended that students put the major part of their time upon those science projects which are of special interest to them, or which they have exceptional opportunities to study. The natural interest of different individuals will, when brought together, give a course which covers the home, the school, public utilities, industries, and the world of nature. The course is determined largely by the students' interests and environment.

PHYSICAL SCIENCE 2. (B) — Mr. WHITMAN.

Second year. Two recitations and two hours of preparation weekly.

The general plan of this course is like that of Physical Science 1, but the projects chosen for work are in the main those which would interest and be of value to pupils in the seventh and eighth grades. The projects are treated, however, from the adult viewpoint. Both demonstration work and the preparation of charts useful in teaching are required of each student.

PHYSICAL SCIENCE 3. (B) — Mr. WHITMAN.

Third year. Five recitations and five hours of preparation weekly.

This course is chiefly of a professional nature. The students prepare lessons suitable for the seventh and eighth grades, and have some practice teaching in the training school and in other schools with which the normal school is affiliated. Students are expected to prepare a personal equipment consisting of charts, a collection of pictures, and other teaching devices. The chief aim of the course is to find for general science the same useful place in the grades that has already been established for nature study.

GENERAL SCIENCE. (C) — Mr. WHITMAN.

First year. Two recitations and two hours of preparation weekly.

A study of general science in its relations to the arts and industries, particularly those within the immediate environment of the students. Frequent excursions, investigations and reports. The course is closely related to that in industrial geography.

SHORTHAND

SHORTHAND 1. (C) PITMAN (AMERICAN PHONOGRAPHY). INTRODUCTORY COURSE. — Miss ROLLINSON.

First year. Four recitations and five hours of preparation weekly.

Aims: to teach the principles, wordsigns, and phrases of the system thoroughly; to read fluently from copper-plate notes; to develop habits which make for efficiency in taking dictation; and to build up a vocabulary usable at the rate of fifty words a minute.

SHORTHAND 2. (C) PITMAN (AMERICAN PHONOGRAPHY). ADVANCED COURSE. — Miss ROLLINSON.

Second year. Two recitations and three and one-half hours of preparation weekly.

Aims: to drill on fundamentals; to develop a word-carrying capacity; to train the student to write from dictation from one hundred to one hundred twenty-five words a minute, and to read back or transcribe accurately.

Office Training 2 is given in conjunction with this course.

SHORTHAND 3. (C) PITMAN (AMERICAN PHONOGRAPHY). METHODS COURSE. — Miss ROLLINSON.

Fourth year. Three recitations and four hours of preparation weekly.

Aims: to discuss methods of teaching shorthand, of handling dictation and speed practice, of correlating shorthand and typewriting through transcription and office training; to prepare lists of sources and kinds of supplies and equipment; to work out suggestive courses of study for shorthand and office training; to develop type lesson plans; and to compare textbooks and shorthand systems.

SHORTHAND 4. (C) PITMAN (AMERICAN PHONOGRAPHY). — Miss ROLLINSON.

For special students who are admitted to a one-year course. Five recitations and eight hours of preparation weekly.

A brief yet comprehensive course in shorthand, including a thorough training in the principles of the system, a moderate amount of dictation, and methods to be employed in the presentation of principles and in the handling of speed work.

SHORTHAND 5. (C) GREGG. — Miss ROLLINSON.

Elective for special students who have completed a course in Gregg shorthand prior to entrance to the normal school, and for seniors who

have satisfactorily completed Shorthand 1 and Shorthand 2. This course is not a substitute for Shorthand 3. Two recitations and two hours of preparation weekly.

Aim: to cover the principles of the system thoroughly, paralleling them with dictation and specific methods of teaching.

OFFICE TRAINING

OFFICE TRAINING 1. (C) OFFICE SYSTEM. — Miss ROLLINSON.

First year. Two laboratory periods weekly.

Aims: to give the student facility in operating office appliances such as the multigraph, the typesetter, the adding machine, and stencil duplicating devices; and to make and file work reports.

OFFICE TRAINING 2. (C) STENOGRAPHIC OFFICE TRAINING. — Miss ROLLINSON.

Second year. One recitation and one laboratory period and two hours of preparation weekly. Given in conjunction with Shorthand 2.

Aims: to correlate shorthand and typewriting; to give advanced work in the use of office appliances, in stencil making, and in filing; to acquaint the student with office routine as related to shorthand.

TYPEWRITING

TYPEWRITING 1. (C) FOUNDATION COURSE FOR BEGINNERS. — Miss EATON.

First year. Four laboratory periods weekly.

Aim: to make of each student an accurate touch operator by giving a thorough knowledge of the keyboard and of the use of the various parts of the machine, and by teaching him to write rhythmically. During the last quarter accuracy tests are given.

TYPEWRITING 2. (C) ADVANCED COURSE. — Miss ROLLINSON.

Second year. Two laboratory periods and one hour of preparation weekly.

Letter arrangement, tabulation, legal work, specifications, etc. Special attention is given to speed work and transcription from shorthand notes.

TYPEWRITING 3. (C) METHODS COURSE. — Miss EATON.

Fourth year. Three periods, recitation and laboratory, and two hours of preparation weekly.

This course discusses the work of Typewriting 1 and Typewriting 2 from the professional viewpoint. General methods are considered; textbooks are examined and criticized; courses of study, adapted to different groups of students, are planned.



TYPEWRITING ROOM

TYPEWRITING 4. (C) — Miss EATON.

For special students who are admitted to a one-year course. Five periods, laboratory and recitation, and two to three hours of preparation during the second half-year.

This course covers the work of Typewriting 1, 2 and 3, and is so planned as to make it possible for either a beginner or an advanced student to complete the required amount of work in one year.

TYPEWRITING 5. (B) FOR JUNIOR HIGH SCHOOL TEACHERS. — Miss EATON.

Third year. Five laboratory periods and two hours of preparation weekly.

The aim of this course is to give the student sufficient practice in the use of the machine to acquaint him with the work usually required of junior high school classes in typewriting. It deals also with methods to be used with younger pupils.

BOOKKEEPING

BOOKKEEPING 1. (C) INTRODUCTORY COURSE. — Miss BADGER.

First year. Two recitations and three hours of preparation weekly (taken in conjunction with Bookkeeping 1a).

Aim: to teach elementary principles and the routine of bookkeeping.

BOOKKEEPING 1A. (C) PRINCIPLES OF ACCOUNTS. — Mr. SPROUL.

First year. One recitation and one and one-half hours of preparation weekly (taken in conjunction with Bookkeeping 1).

The course develops the principles of debit and credit, various expedients for recording transactions, theory and purpose of the account, and instructs the pupil in the formulation of the usual business statements.

BOOKKEEPING 2. (C) ADVANCED COURSE. — Miss BADGER.

Second year. Three recitations and four and one-half hours of preparation weekly.

Special attention is given to principles underlying the construction of accounts and their classifications, and the preparation and interpretation of business statements to show condition and progress of the business. The application of accounts to varied lines of work, elements of cost accounting and variations due to form of organization are studied.

BOOKKEEPING 3. (C) ELEMENTARY ACCOUNTING. — Mr. SPROUL.

Fourth year. Four recitations and four and one-half hours of preparation weekly.

Comprehensive study of balance sheets and statements of various kinds; detailed consideration of assets and liabilities, depreciation, reserves, surplus, capital and revenue expenditures, statements of affairs, deficiency account, realization and liquidation statements; also, study of accounts of nontrading concerns, as societies, clubs, etc. The course closes with instruction in methods of teaching bookkeeping in high schools.

BOOKKEEPING 4. (C) ELEMENTARY BOOKKEEPING AND METHODS OF TEACHING. — Mr. SPROUL.

For special students who are admitted to a one-year course. Two recitations and two hours of preparation weekly (taken in conjunction with Bookkeeping 4a).

A course combining instruction in bookkeeping principles and practice with instruction in methods of presentation in high schools.

BOOKKEEPING 4A. (C) THEORY OF ACCOUNTS. — Mr. SPROUL.

For special students who are admitted to a one-year course. Two recitations and two hours of preparation weekly (taken in conjunction with Bookkeeping 4).

Similar to Bookkeeping 1a, but the maturity of the pupil and additional time permit of more extended and comprehensive work.

BOOKKEEPING 5. (B) JUNIOR HIGH SCHOOL BUSINESS TRAINING. — Miss BADGER.

Third year. Five recitations and five hours of preparation weekly.

Aim: instruction in elementary bookkeeping, business forms and customs. The nature and scope of business training advisable in junior high schools is considered, and instruction is given in methods of teaching the desired phases.

LECTURES AND CONCERTS

The regular courses of instruction are supplemented and enriched by lectures and concerts which are given frequently throughout each year. Following is the program for 1919-1920: —

Concert	Glee clubs of Framingham and Salem Normal Schools
Memorial Day address	Gen. William A. Pew
Commencement address: new motives in old tasks	Dr. William H. P. Faunce
The culture of the commonplace	Rev. William H. Spence
Social dancing	Fannie Faulhaber
Reading: The Twelve Pound Look	Mary J. Garber
Business aspects of good English	Fred G. Nichols
The education of democracy	Dr. Franklin H. Giddings
The method of experience	Dr. James F. Hosc
Education for efficiency	Dr. Cheesman A. Herrick
A story hour	Sara Cone Bryant Boist
Making the world over	Schuyler F. Herron
Woman and democracy	Edward Howard Griggs
Reading: Dr. Jekyll and Mr. Hyde	John Duxbury

PICTURE EXHIBITIONS AND LECTURES

For several years the school has been utilizing the reflectoscope, the stereopticon, and the motion-picture machine to attain educational ends. Nearly every subject taught in the school is served by these pictures. The fields of geography are particularly well covered. Talks on the pictures as they are shown are given usually by members of the faculty, but occasionally they are given by students or lecturers from outside the school.

THE MUSICAL CLUBS

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra of stringed instruments is also one of the musical activities of the school.

Tickets for the concerts of the Boston Symphony Orchestra are obtained for students upon application.

THE DRAMATIC CLUB

The dramatic club provides occasional entertainments for the school and its friends. It is under the management of Group I of the intermediate senior class, but is open to all members of the senior and intermediate classes who are interested in dramatic work. The purposes of the club are to make itself familiar with good plays suitable for amateur production; to attend the better class of dramas given in Boston; and to promote a social spirit in the school.

THE ART CLUB

The art club is an organization comprised of pupils of the school who desire to pursue the study of art to a more advanced degree than the art courses permit. At the regular meetings work is done along industrial lines, which also includes more or less of the fine arts. There are walks for the study of various types of architecture; visits to the Museum

of Fine Arts and studios in Boston; and papers by the members of the club. A course of seven lectures has been arranged for this season.

THE BIRD CLUB

This club is organized by the seniors, but is open to other members of the school who are particularly interested in bird study. Field trips and personal observations are the most important activities, but in addition, feeders for winter use, nesting boxes and shelters are made and lectures are given. Regular meetings are held once in two weeks.

THE MANAGEMENT OF THE SCHOOL

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders. They do not withhold advice, admonition and reproof, when needed; but their relations in these respects are usually with individuals instead of with classes, and are of the most helpful and generous nature. Those students who, after full and patient trial, are found unable to exercise self-control and unworthy of confidence, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who through no fault of their own, but in consequence of conspicuous inaptitude, or physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal, the dean of women, and two other members of the faculty, and members chosen by each of the several classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

REGULATIONS

1. Regular and prompt attendance at all sessions of the school is expected of every student. Those who find it necessary to be absent for more than a single day should so inform the principal. For all avoidable absence — including that for teaching as substitutes — the permission of the principal or dean of women must be obtained in advance.

2. Students who are withdrawing from the school must inform the principal of their decision, and must return all the books and other property of the school which are charged to them. Those who fail to do so promptly must not expect any recommendation or indorsement from the school.

3. Any property of the school which is lost or seriously injured by students must be paid for by them.

4. Although the school has no dormitories, it recommends to students who are to live away from their homes several houses in Salem where board and room may be obtained at reasonable prices. These houses, in addition to being suitable in other respects as homes for students, meet the following conditions which are prescribed by the State Department of Education: They receive no boarders other than students and instructors of the normal school; the same house does not receive both men and women students; the number of students in each house is limited to a small family group.

All students who board away from their homes during their membership in the school are required to live in the houses recommended by the school. Exceptions to this rule are made only for those whose parents wish them to live with relatives or intimate personal friends; but in such cases the parents must first inform the principal of the school of the circumstances, in writing, and receive his approval. No final arrangement for board or room may be made without the previous consent of the principal. No change in boarding place may be made by any student without the previous consent of the principal.

Students living in groups in approved houses are expected to form habits which are to the advantage of their own work

and that of their companions. The hours from seven to nine-thirty in the evening should be observed as a period of study. Except under unusual conditions, lights should be out by ten o'clock. If students find it necessary, for any reason, to be absent from the house for an evening they should inform their landladies of their plans. Boarding students may not be absent from the city over night without the consent of the principal or dean of women.

Those persons who receive our students into their homes must, of necessity, assume responsibility for their conduct in the same measure as would be required of teachers or matrons in charge of school dormitories. They are therefore expected to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered improper in a well-regulated dormitory.

EXPENSES, AID, LOAN FUNDS

EXPENSES. — Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of fifty dollars per year, of which sum one-half is due September 15 and the other half February 1. Textbooks and supplies are free, as in the public schools. Articles used in school work which students desire to own will be furnished at cost. The expense of board for two students rooming together, within easy distance of the school, is from seven and one-half dollars each per week upward.

SCHOOL RESTAURANT. — A restaurant is maintained in the building, in which is served at noon each school day a good variety of wholesome and attractive food at very reasonable prices.

STATE AID. — To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing to the principal, and must be accompanied by such evidence as

shall satisfy him that the applicant needs assistance. This aid, however, is not furnished during the first half year of attendance at the school.

LOAN FUNDS. — Through the generosity of members of the faculty and graduates of the school several funds have been established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the Students' Benefit Fund are other funds founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Professor Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; and to Dr. Walter P. Beckwith, principal from 1895 to 1905. The total amount of money now available is about four thousand dollars. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

The classes of 1916, 1917, 1918 and 1919 have each presented to the school a Liberty Bond of one hundred dollars.

EMPLOYMENT OF GRADUATES

The unprecedented demand for teachers for all grades and departments insures immediate employment, at attractive salaries, for all graduates. The necessity for a rate of salary which will command the services of teachers of native ability, thorough training, and a professional attitude toward their work has been generally recognized. Towns and cities have provided for generous increases, and the State, by legislative enactment, has made provision for equalizing, to a considerable extent, educational opportunity through the appropriation annually of a large school fund. A generous proportion of this is used to increase the salaries of teachers in commu-

nities whose resources are limited. Graduates of the elementary course may now expect to receive from seven hundred to nine hundred dollars for their first year of service; graduates of the intermediate and the commercial courses receive substantially higher salaries.

The principal is constantly called upon to recommend teachers for desirable positions. Correct information from the alumni regarding changes in their positions and salaries is of the greatest importance to them in securing, through the school, opportunities for professional advancement.

The co-operation of school officials in keeping the principal informed as to the success of the graduates is greatly appreciated by him.

SCHOLARSHIPS FOR GRADUATES

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States. Boston University offers free tuition for one year to one graduate from each of the normal schools of New England, the student to be selected by the faculty of the school.

Practically all New England colleges give suitable credit for courses taken in this school. Teachers College, also, is liberal in its attitude towards the graduates who go there for advanced professional study.

NOTICES TO SCHOOL OFFICIALS

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the buildings and equipment, or to attend the exercises in its classrooms or training schools at any time and without ceremony. The office is open throughout the summer vacation.

Superintendents and other school officials are requested to send to the school copies of their reports, directories, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

GENERAL INFORMATION

HISTORICAL SKETCH

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands upon modern normal schools, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. A new training school building was occupied for the first time December 2, 1913. The site, buildings and equipment represent a value of approximately one million dollars, and it is believed that the Commonwealth here possesses an educational plant as complete and convenient as any of its kind in this country.

DECORATIONS

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly, and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty, and other friends of the school. All these have been selected with great care and artistic judgment, so that the whole is harmonious.

THE TEACHERS AND STUDENTS

The school during its history has had five principals and one hundred eight assistant teachers. The development of the practice schools began in 1897, and with them seventy-six persons have been connected as teachers. Twenty-one teach-

ers are now required in the normal school and fourteen in the training school.

More than seventy-four hundred students have attended the school.

THE LOCATION AND ATTRACTIONS OF SALEM

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston and Maine Railroad system, connecting with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston and Maine trains can obtain season tickets at half price. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country, in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained without expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.



MAIN APPROACH TO NORMAL SCHOOL

REGISTER OF STUDENTS

1919-1920

GRADUATES — CLASS CV — JUNE 26, 1919

ELEMENTARY COURSE — TWO YEARS

Adams, Elizabeth Cynthia	Newburyport
Agnew, Florence Anna	East Lynn
Anderson, Bertha Maria	Cambridge
Andrews, Doris	Gloucester
Ball, Avis Winifred	Salem
Batchelder, Margaret Kemble	Wenham
Beirne, Mary Josephine	Peabody
Binsky, Esther Lillian	Chelsea
Bradley, Anna Gertrude	Salem
Brenton, Gladys Marguerite	Arlington Heights
Burke, Eleanor Catherine	Pigeon Cove
Cannell, Madeleine	Everett
Cannon, Mary Josephine	Cambridge
Coffin, Mary Josephine	Newburyport
Cooper, Alice Gertrude	Beverly
Cox, Ethel Allen	Melrose Highlands
Cummings, Lucy Frances	Salem
Cunningham, Laura Cecile	Medford
Cunningham, Mary Margaret	Salem
Darling, Dorothy	Ipswich
Dunley, Estella Ellen	Revere
Emerson, Ruth May	Gloucester
Evans, Alice Spofford	West Newbury
Fay, Anna Stasia	Beverly
Finn, Marie Gertrude	Revere
Fitzgerald, Catherine Veronica	Beverly
Flynn, Laura Monica	Somerville
Foley, Jessie Johnston	Newburyport

Frisbie, Barbara Reed	Rockport
Frye, Mary Edna	Beverly
Gilbert, Hilma Chester	South Essex
Guarnaccia, Elizabeth	Wakefield
Hilton, Mary Chadwick	Dorchester
Huse, Gladys Pauline	White River Junction, Vt.
Joyce, Ruth Frances	Ipswich
Kelley, Ruth Marie	Salem
Kenerson, Viola Gray	Cliftondale
Keyes, Dorothy Elizabeth	Rowley
Knowlton, Almina Caroline	New London, N. H.
Knowlton, Dorothy Louise	Melrose
Littlefield, Ruth Lee	Saugus
McQuaid, Mary Calista	Malden
Menkes, Frances Isabelle	Cambridge
Miller, Hazel Evelyn	Essex Falls
Milliken, Beatrice Mary	Danvers
Murphy, Katherine Helena	Lynn
Neenan, Esther Marie	Lynn
Nolan, Olivine Katherine	Salem
O'Keefe, Katherine Dorothea	Peabody
Oman, Jennie Maria	Pigeon Cove
O'Neil, Martha Veronica	Danvers
Peabody, Ruth Choate	Rowley
Pearson, Margaret	Melrose
Peterson, Mildred Pearl	Cliftondale
Russell, Alma Evelyn	Arlington
Ryder, Dorothy Moore	Somerville
Sawyer, Reba Mudgett	Salem
Seymour, Charlotte Moulton	East Lynn
Shay, Dorothea Annette	Somerville
Shea, Margaret Mary	Charlestown
Sherin, Freda Charlotte	Salem
Siegel, Sadie Rose	Dorchester
Sinclair, Ivy Ruth	Peabody
Slater, Gertrude	Winthrop
Spollett, Bernice May	Haverhill
Stack, Alice Cecilia	Andover
Stack, Eunice Gertrude	Andover
Steutermann, Alice Christina	Danvers
Taylor, Grace Eliza	Boston

Trefry, Ethel Evangeline	Greenwood
Tully, Mary Ellen	Salem
Walsh, Margaret Elizabeth	Malden
Weeks, Flora Elmira	Wells, Me.
Welch, Cora Estelle	Newburyport
White, Madeline Elsie	Salem
Williams, Thelma Elizabeth	New Bedford
Wilson, Katherine Francis	Marblehead
Wolejka, Antoinette Dorothy	Roslindale
Worthley, Eliza May	Malden

INTERMEDIATE COURSE — THREE YEARS

Barstow, Mildred Louise	Wakefield
Beach, Eugenie Ella	Salem
Clarke, Elizabeth Theresa	Salem
Foote, Hilda	Lynn
Jackman, Ruth Emerson	Salem
Johnson, Clara Louise	Boston
Lathrop, Helen Okell	Lawrence
Magennis, Anne Elizabeth	Medford
Malinowska, Frances Nathalie	Salem
McGlone, John Philip	Peabody
Moriarty, Helen	Danvers
Peterson, Signe Margaret	Malden
Quinlan, Frances Mary Geraldine	Danvers
Salmon, Mary Agnes	Salem
Sheppard, Gertrude Rebecca	Ipswich
Striley, Charles Harold	Danvers
Tarbox, Luella Florence	Lynn
Varina, Hazel Dorothy	Swampscott
Welch, Mary Maud	Salem

COMMERCIAL COURSE — FOUR YEARS

Ahlgren, Mildred Beatrice Gunhild	Brockton
Canniffe, Veronica Margaret	Marblehead
Danner, Alice Josephine	Malden
Donnelly, Evelyn Sarah	Wakefield
Higgins, Albert Francis	East Lynn
MacDonnell, Gladys Frances	Everett
Moore, Margery	Charlestown

Mullin, Agnes Marie	.	.	.	.	.	Haverhill
McCarthy, John Joseph	.	.	.	.	.	Peabody
Pitman, Ruth Frances	.	.	.	.	.	Foxborough
Reed, Dorothy May	.	.	.	.	.	Methuen
Stevens, Bertha Evelyn	.	.	.	.	.	Haverhill
Wahlman, Anna Gertrude	.	.	.	.	.	Boston

CERTIFICATES FOR ONE YEAR'S WORK

ELEMENTARY COURSE

Donahue, Grace Julia	West Somerville
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COMMERCIAL COURSE

Lee, Francis Gregory, A.B.	Brighton
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CERTIFICATE FOR TWO YEARS' WORK

COMMERCIAL COURSE

Donovan, William Augustine	Lawrence
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MEMBERSHIP FOR THE YEAR 1919-1920

ELEMENTARY DEPARTMENT.

SENIOR CLASS

Barton, Irene Winnie	Salem
Bergstrom, Mary Christina	Bay View
Bocholtz, Ida	Malden
Box, Elizabeth Amelia	Beverly
Box, Helen Bernadette	Beverly
Bray, Catherine Mary	Medford
Browne, Bertha Ward	Wakefield
Chase, Angelyn Ruth	Danvers
Cheever, Helen	Manchester
Clucas, Elgie	Cliftondale
Coane, Phyllis Mildred	Beverly
Cogswell, Elizabeth Frost	Essex
Coughlin, Lillian Mary	Lynn
Couhig, Irene Elizabeth	Beverly
Crosson, Wilhelmina Marguerita	Boston
Culbert, Effie Leslie	Beverly Farms
Davis, Morna Belle	Annisquam
Dodge, Frances Irene	Salem
Dunlevy, Mary Winifred	Malden
Ellis, Helen Margaret	Peabody
Elmer, Marian Louise	Cliftondale
Farrell, Grace Margaret	Swampscott
Gordon, Lena Loretta	Chelsea
Gould, Florence Evelyn	Danvers
Guarnaccia, Cora	Wakefield
Herrick, Ruth Armstrong	Manchester
Holohan, Emeline Veronica	Arlington
Hurt, Ruth Madelon	Peabody
Johnson, Effie Concordia	Somerville
Joseph, Marion Carney	South Essex
Keith, Helen Frances	Everett
Kelley, Jennie Frances	West Rutland, Vt.

Kimball, Esther Naomi	Salisbury
Larson, Lillian Matilda	Salem
Lee, Margaret Grey	Beverly Farms
Macauley, Priscilla May	Gloucester
MacDonald, Ethel Olive	West Peabody
Miller, Hazel Evelyn	Essex Falls
Mittel, Edith	Beverly
Moore, Gladys Cynthia	Boxford
Murphy, Beatrice Ashby	Groton
Murphy, Rose Catharine	Salem
Nelson, Abbie Marie	Chelsea
Noyes, Inez Gertrude	Salisbury
O'Keefe, Lenore Helene	Gloucester
O'Maley, Mary Winifred	South Boston
Pickard, Elizabeth Pauline	Groveland
Pickard, Lena Grace	Everett
Pisnoy, Blanche	Chelsea
Pitman, Dorothy Savory	Foxborough
Plummer, Mary Alice	Salem
Poole, Elizabeth Graham	Gloucester
Quinlan, Elizabeth Frances	Salem
Ross, Stella Mary	Chelsea
Rudd, Ethel Florence	Somerville
Russell, Catherine Alice	Salem
Savel, Celia	Malden
Shea, Margaret Mary	Charlestown
Simpson, Isabelle Ruth	Beverly
Soars, Marion Edith	Newburyport
Sproat, Marion Hellen	Danvers
Sullivan, Gertrude Elizabeth	Winthrop
Townsend, Ellen Louise	Revere
Walsh, Helen Frances	Salem
Walsh, Katherine Christina	Peabody
Ward, Marjorie Bradley	Marblehead
Webber, Gertrude Mary	Revere
Wentworth, Grace Evelyn	Salem
Wynn, Mary Jane	Methuen

MIDDLE YEAR

Lossone, Evelyn Myrtle	Melrose
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JUNIOR CLASS

Aberle, Rosa Jeannette	Somerville
Ahearne, Dorothy Claire	Salem
Atkins, Naomi	Somerville
Bagley, Madeleine Augusta ¹	Salem
Barry, Mary Josephine	Medford
Bates, Evelyn Snow	Revere
Boyd, Helen Allegra ¹	Somerville
Brown, Gladys May ¹	Ipswich
Brown, Ruth Harris	Malden
Burke, Dorothy Frances	South Groveland
Burke, Edna Frances ¹	Revere
Burnham, Alice Perry	South Essex
Burns, Florence Louise	Rowley
Cairnes, Edna Blanche	Cambridge
Charles, Annabel Pauline	Newburyport
Cheney, Dorothy Rosamond	Byfield
Cloran, Maria Margaret	Cambridge
Coffee, Dorothy Virginia	East Lynn
Cole, Grace Etta	Malden
Corballis, Dorothy Rita	Chelsea
Cordiero, Mary Lucilla ¹	Somerville
Coyle, Helen Rita	Peabody
Crawford, Myrta Irene	Lynn
Daley, Louise Patricia	Salem
Daly, Joanna Bernadette	Salem
Daly, Mary Gertrude	Salem
Damon, Thelma	Ipswich
Dondero, Emma Lena	Amesbury
Drew, Mary Elizabeth	Somerville
Edwards, Alice Burley ¹	Beverly
Farina, Annuncia Martha	Winthrop
Farmer, Nellie Doris	Billerica
Finkelsteen, Rose Irene	Lynn
FitzGerald, Catherine Veronica	Salem
Gahagan, Alice Louise	Salem
Goldsmith, Harold Stephen ¹	Lynn
Haley, Margaret Ellen	Chelsea
Herbert, Marion Margaret	Cambridge

¹ Was a member of the school less than one-third of the year

Heron, Gertrude Leslie	Essex
Higgins, Emily Fairwin	Somerville
Hodgkins, Edna Choate	Gloucester
Hunting, Alice Adrienne	Petersham
Ives, Esther Mary	Salem
Kelley, Ita Mary	Malden
Knightly, Florence May ¹	Methuen
Keon, Mary Angela	Salem
Kolb, Edith	Danvers
Lacey, Queenie Marie	Lynn
Laitinen, Fanny Mary	Peabody
Larkin, Elsie Mae	Salem
Larnard, Gertrude Mary	Amesbury
Liukkonen, Ingrid Impi	Braintree
Littlefield, Ina Ruth	Lynn
Littlefield, Madeleine Chase	Saugus
Lomasney, Anna Marie ¹	Salem
Lulejian, Victoria	Salem
Lynch, Evangeline Ruth	Cambridge
Lyons, Harriet Josephine	Salem
Meehan, Elizabeth Grace	Salem
Monahan, Mary Anne	Salem
Monroe, Beatrice Wellington	North Reading
Morris, Lillian Anna	Arlington Heights
Mosca, Assunta	Medford
Murphy, Anna Esther	Cambridge
Murray, Frances Anne	North Andover
Nunes, Agnes Isabel	Cambridge
Nutter, Doris	Beverly
O'Brien, Ellen Frances Margaret . .	Ipswich
Perkins, Lois Adrian	Newbury
Perkins, Louie Elizabeth	East Lynn
Prime, Pauline Riley	Rowley
Quinlan, Genevieve Winifred	Reading
Reilly, Margaret Theresa	Ipswich
Reynolds, Francis	Peabody
Rossell, Mary	Medford
Russell, Nellie Hammond ¹	Rockport
Sage, Mary Adelia ¹	West Medford
Saunders, Ethel May	Gloucester

¹ Was a member of the school less than one-third of the year

Scott, Lucille Ellen	Boston
Shallow, Anna Gertrude	Salem
Sisson, Elfrida Gertrude	Lynn
Smith, Marion Catherine	Cambridge
Spencer, Marion Elizabeth	Salem
Stadlen, Rose Lilian	Salem
Stevens, Helen Elizabeth	Woburn
Sullivan, Delia Bernadine	Salem
Walsh, Helen Gertrude	Cambridge
Walsh, Sarah	Marblehead
Wetmore, Annie Julia	Cambridge
Wolfe, Sarah Louise	West Somerville

INTERMEDIATE DEPARTMENT

SENIOR CLASS

Breed, Isabel Blanche	East Lynn
Brown, Hannah Pearl	Marblehead
Clerke, Hazel Annetta	Lynn
Donlan, Anna Catherine	West Lynn
Donovan, Catherine Teresa	Lynn
Donovan, Regina Carolyn	North Andover
Douglass, Margaret Frances	Wakefield
Eastland, Helen Cameron	Marblehead
Finnin, Marion Julia	Medford
Flanagan, Marion Dillon	Lynn
Flynn, Thomas Francis ¹	Salem
Getchell, Elizabeth Da Costa	Salem
Hedlund, Maria Cecilia	West Somerville
Higgins, Eunice Snow	Somerville
James, Elizabeth	Ipswich
Johnson, Mildred Louise	Malden
Killam, Hazel	East Lynn
McGlone, John Philip	Peabody
McKinnon, Leo Raymond	Woburn
Miles, Rena Maude	Salem
Muffin, Rachel Elizabeth	Byfield
Rhodes, Eleanor Mae	Lynn
Richardson, Alice Kimball	Middleton
Ricker, Muriel Gladys	East Lynn

¹ Was a member of the school less than one-third of the year

Robbins, Mary Bartlett	.	.	.	.	Lynn
Russell, Evelyn	.	.	.	.	Everett
Shaw, Muriel Hope	.	.	.	.	Everett
Tierney, Mary Margaret	.	.	.	.	Danvers
Woodbury, Doris Elliott	.	.	.	.	Danvers

MIDDLE YEAR CLASS

Holder, Leverett Thomas, Jr.	.	.	.	Swampscott
Keller, Olivia Anne	.	.	.	Woburn
Patch, Jane Althea	.	.	.	Lynn
Pease, Dorothy Cooper	.	.	.	Wakefield
Rogers, Marion Florence	.	.	.	Salem
Stevens, Marion Alberta	.	.	.	Reading
Williams, Ruth Closson	.	.	.	East Lynn

SPECIAL COURSE — TWO YEARS

Torrey, Frances Willard	.	.	.	Bucksport, Me.
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COMMERCIAL DEPARTMENT

SENIOR CLASS

Bardsley, Grace Leah	.	.	.	Fall River
Colclough, Ruth Foster	.	.	.	Malden
Coombs, Ruby Isabella	.	.	.	Salem
Damon, Helen Nichols	.	.	.	Salem
Dolan, Margaret Elizabeth	.	.	.	Foxborough
Donahue, Walter Henry	.	.	.	Stow
Ehler, Daisy Ernestine	.	.	.	Gloucester
Howard, Ralph Willard	.	.	.	Fitchburg
Hynes, Mary Catherine	.	.	.	Lynn
Johnson, Helen Conant	.	.	.	Lynn
McCarthy, Richard Aidan	.	.	.	Ayer
Scanlon, Viola Marie	.	.	.	Lawrence
Stone, Marjory Virginia	.	.	.	Ipswich
Twomey, Maurice Augustine	.	.	.	West Lynn

JUNIOR CLASS

Anderson, Signe Helen	.	.	.	Barre
Crosby, Elizabeth Esther	.	.	.	Wakefield
Devaney, Mary Irene	.	.	.	Lenox
Gilman, Ruth Mary	.	.	.	Wakefield

Horan, Elizabeth Cecelia	South Hamilton
Kennett, Dorothy Elizabeth	West Newbury
McCarthy, Josephine Mary	Somerville
McNamara, Alice Pauline	Clinton
Mehlman, Artemisia	Gloucester
Milbery, Marada Blanche	Wareham
O'Brien, Mary Margaret	Belmont
O'Donnell, Helen Bernadine	Fitchburg
Ott, Katherine Lucy	Shrewsbury
Tutein, Dora Gertrude	Billerica

SOPHOMORE CLASS

Bennett, Leah Evoline	Ashland
Condon, Julia Veronica	Medford
Darling, Marjorie Emeline	South Easton
Doyle, Irene Louise	Danvers
Fitts, Hazel Mabel	North Reading
Flynn, Mary Alice	Salem
Gooch, Helen Cummings	South Easton
Goodwin, Beulah Currier	Newburyport
Hoffman, Esther May	Whitman
Sears, Dorothy Anne Magdalene	Danvers
Seavey, Dawn Elizabeth	North Hampton, N. H.
Vradenburgh, Marjorie Jeanette	Medford Hillside
Ward, Anna Mildred	North Chelmsford

FRESHMAN CLASS

Cogswell, Victoria Maude	Derry, N. H.
Coskren, Alice Catherine	Lawrence
Creeden, Eileen Mary ¹	Danvers
Denney, Isabelle Julia	Gardner
Driscoll, Mary Magdalen	Lynn
Enright, Elizabeth Margaret	Pittsfield
Gage, Thelma Hazel	East Wareham
Hapgood, Irene Lenore	Lynn
Harney, Lucy Josephine	Lynn
Hodgkins, Olive Grace	Annisquam
Hodgson, Bertha Regina ¹	Revere
Jackson, Annie Margaret	Salisbury

¹ Was a member of the school less than one-third of the year

Kapples, Ellen Frances	Quincy
Kennelly, Mary Anne	Andover
McCarthy, Edith Catherine	Ayer
Nutton, Doris Ellen	Gloucester
Roberts, Wilfrid Henry	West Somerville
Rosenberg, Eva Sybil	Gardner
Smith, Marion Elizabeth	Cliftondale
Sylvester, Rovenia Mae	Derry, N. H.

SUMMARY

Students of the elementary and intermediate departments	197
Students of the commercial department	61
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	258
Whole number of students from opening of school	7,414
Whole number of graduates	4,212
Number of certificates for special course of one or two years	163

UNIVERSITY OF ILLINOIS-URBANA



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